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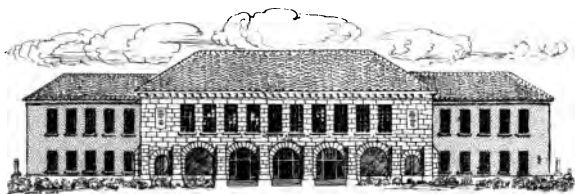
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# A LATIN PRIMER

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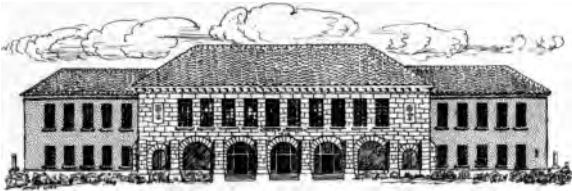


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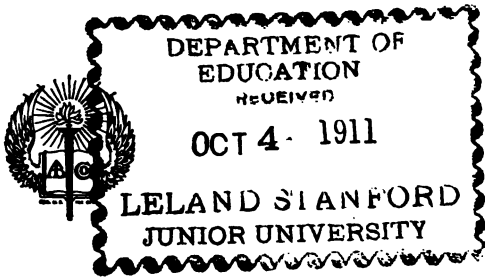


# A LATIN PRIMER

BY

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OF CALIFORNIA



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AMERICAN BOOK COMPANY

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W. P. I

To

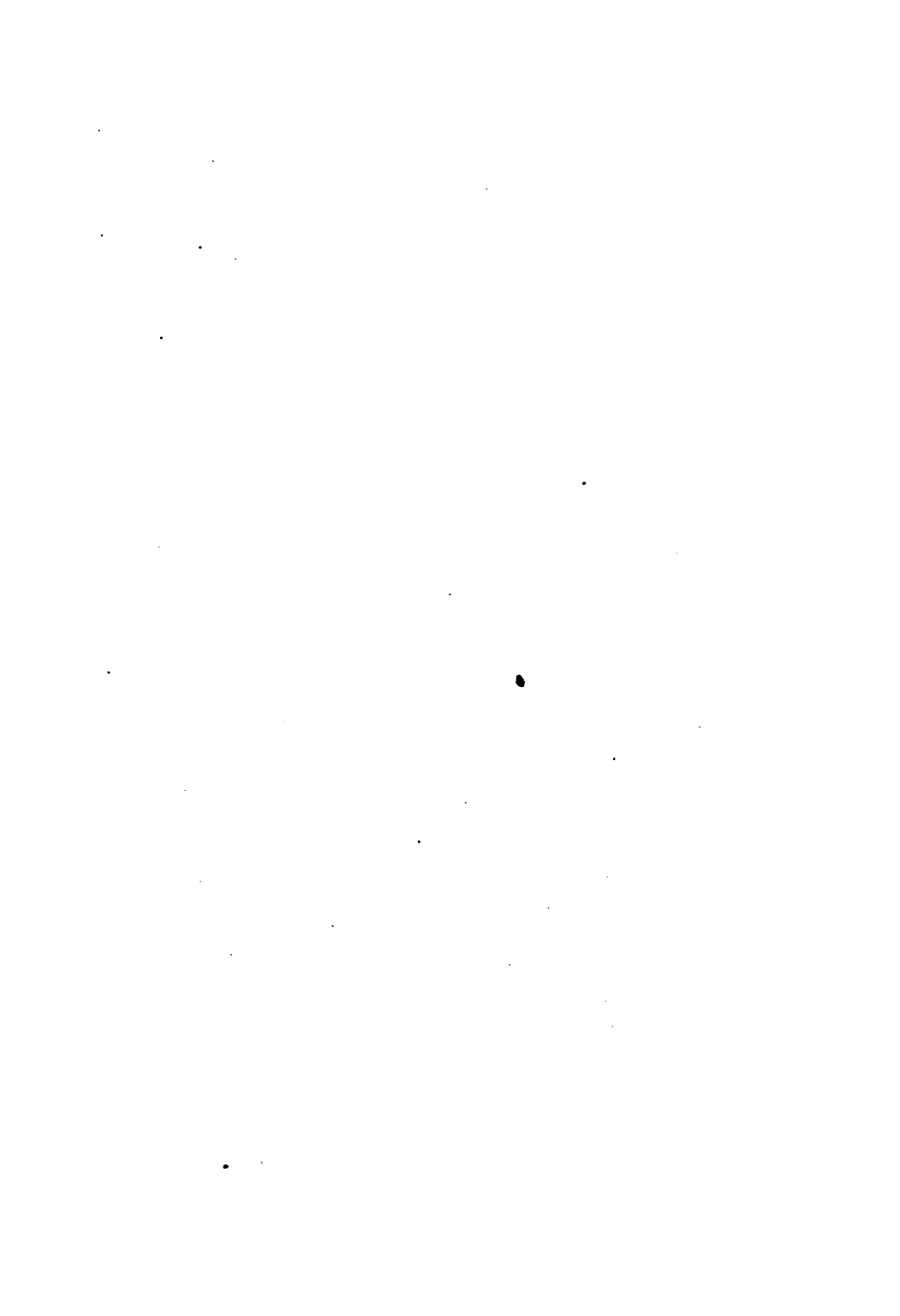
MY LITTLE DAUGHTER

ELIZABETH

WHOSE EAGER INTEREST AND GLAD COÖPERATION

HAVE BEEN THE INSPIRATION OF

THIS SMALL VOLUME



## PREFACE

FROM some points of view it is a misfortune that in American schools the study of Latin is usually undertaken so late that every detail of the work of the first terms must be planned with a view to reaching Caesar in a year. Encouraging signs, however, are appearing here and there, and in two or three states a movement is already on foot to carry the beginning of Latin back into the upper grades of the grammar school.

For the prosecution of this work in the grades there seems to be an almost total lack of satisfactory manuals, and it thus happened that some time ago, wishing to take up the study of Latin with one of my own children, I was led to work out for myself a plan of instruction suited to the years of my pupil. Out of that experience the present volume has grown.

In the formulation and development of the plan of the book, I have aimed particularly at four things :

- (1) To lay a broad and sure foundation of forms.
- (2) To impress through constant use a limited number of the most fundamental constructions.
- (3) To make thoroughly familiar, by continued repetition, a working vocabulary of something less than four hundred words.
- (4) To infuse a large degree of human interest into the work.

In pursuance of the last mentioned of these aims, I have admitted into the earlier Exercises several Latin words

selected rather for the interest they might excite than because of frequency of use in Caesar's *Commentaries* or Cicero's *Orations*, and, in the treatment of forms and syntax, the order of topics has been determined very largely with a view to the early development of interesting dialogue and narrative. In general method, however, the book follows thoroughly well-tried and conservative lines; and I hardly need add that, in making the above-named innovations, it is far from my purpose to render the work easy or attractive at the expense of real and substantial attainment on the part of the pupil.

The lack of general vocabularies at the end of the volume is by no means due to oversight; for it is an integral part of my plan that the student should fully master and make his own the vocabulary of each Exercise as it comes. Indeed, the number of new words in a day's lesson is so small and the amount of repetition so great that general vocabularies at the end of the book would be nothing but a hindrance to the proper use of the manual. In place of these, therefore, I substitute simply a Latin Word List. By means of this list, in case of dire need, a pupil could run down the meaning of a word; but as a matter of practice such need will seldom be found to arise.

The habit of thorough acquisition of each day's vocabulary results quickly and naturally in ability to read at sight. To foster on the part of the pupil the development of this very desirable power, there has been introduced into each Exercise, beginning with Number XXXV, one of a series of little stories told in Latin. The series is developed strictly on the gradatim plan, each successive anecdote being constructed so completely of familiar materials that footnotes are nowhere necessary. Such a programme of course subjected the writer to a very trying restraint; but

it was in this way possible to develop a body of material which provides practically ideal conditions for the practice of sight reading.

This Primer is shortly to be followed by a First Latin Reader, the two books together covering the field commonly referred to as "First Year Latin." The stories of the Reader are drawn in large part from early American history, a subject that lends itself very happily to the purpose in hand; for the tales of those stirring days of war and adventure are replete with human interest, while at the same time they afford the most admirable opportunity for the introduction of the vocabulary and syntax of Latin historical narrative. The Reader continues with somewhat greater freedom the gradatim plan begun in the Primer, and the pupil who first went over the ground covered by the two books was able to complete even the simplified Caesar contained in the Reader without knowing what it is to "prepare" an English translation; for from the very start translation "at sight" had established itself as the norm in the most delightful and natural manner possible. On account of the narrow limitations of syntax and vocabulary, the anecdotes of the Primer are largely fanciful; but in the Reader it is my aim to make the narrative historical.

In putting the material of this volume into final form, I have been much helped by the suggestions of Dr. R. Arrowsmith. I would also here express my thanks for similar assistance received from Miss Margaret Webb and Miss Clara L. Smith, both of whom have used my manuscript as a basis for the work of the newly organized seventh grade Latin classes in the Berkeley schools.

H. C. N.

BERKELEY, CALIFORNIA.



## TO THE TEACHER

IN work of the grade for which this Primer is designed much must be left to the discretion of the instructor. I venture, however, to add a word of suggestion or advice on several topics :

1. **Oral Work.** In connection with the earlier Exercises particularly, it is eminently desirable that much time be spent in oral work. The printed sentences of the Exercises are practically forced into the form which they have taken by the fact that, in addition to illustrating as fully as possible the new points of the lesson of the day, they must also include adequate review material. Supplementary work, oral or otherwise, would naturally follow freer lines. One teacher succeeded in stirring the interest of an immature class by putting together, almost from the very start, short connected sentences, e.g. *Agricola in arēa est. Corbulam tenet. In corbulā ūvās et rosās habet*; and my own experience has shown that, as soon as the limitations of vocabulary and syntax will permit, it is both profitable and popular to construct out of familiar materials short stories to be translated at hearing. As a help to those who may wish to do somewhat extensive work along *viva voce* lines, a short list of colloquial phrases has been added in Appendix II. All such work, of course, must be strictly supplementary. Nothing can with safety be substituted for the comprehensive test of the printed sentences.

2. **Pronunciation.** In the belief that pronunciation is best learned by youthful beginners directly from the teacher, general treatment of this subject has been rele-

gated to Appendix I. Teachers will use their own discretion as to the use of the material there provided.

3. **Paradigms.** It has seemed best to prefix to the paradigms all of the customary headings, although it is not expected or desired that equal attention be given at the outset to all such introductory phrases; for example, of the various headings of the paradigm of Exercise II, the phrase "Present Tense" is clearly of greatest importance for the work of that particular lesson. As different paradigms are taken up, the teacher should emphasize the heading or headings to which he feels that his class can with profit give attention.

In constructing the paradigms I have purposely refrained from attempting to define the different cases, moods, etc., of the words used as models. As regards the verb, it is really impossible to frame brief and adequate definitions for the forms as they stand in the paradigm; and with respect to the noun, too, the question of definition is not without complications. For example, in this manual the ablative is first put to actual use in connection with the prepositions *in* and *sub* to express "place where," and it would therefore seem wholly illogical to inform the student in the paradigm of Exercise I that the ablative case signifies "with," "by," etc. Personally, I find that it works well to postpone definition until forms are put to actual use; but any teacher who prefers the other plan can of course supply at once for the use of the class those definitions which seem to him best to cover the ground.

4. **The Verb.** The great wealth of Latin verb forms makes it ultimately impossible to maintain an adequate review through the medium of the sentences of the Exercises merely. As a supplementary measure it has been

found helpful to write out the forms on small cards, one on each card. These drawn out at random furnish an excellent memory test, the pupil's interest being held meanwhile by the likeness to a game.

**5. Assignment of Work.** The rate of progress through the book must of course be determined by the aptitude of the class. In many cases it will be found necessary to spend at least two periods upon single Exercises, and that too with frequently interspersed reviews.

In conclusion, to those who now for the first time are about to join in the pleasant work of introducing young beginners to the study of Latin, let me say by way of reminder that it is very easy for an adult to underestimate the difficulties under which a seventh or eighth grade pupil is laboring. If such a student at the outset is a little bewildered by his new environment and makes a number of very crude mistakes, this fact should not be counted either surprising or discouraging. Three things only are necessary: Have patience; Keep good models before the pupil's eye and ear; Repeat often.

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# INTRODUCTORY NOTES AND DEFINITIONS

## INFLECTION

LATIN nouns, pronouns, adjectives, and verbs are inflected, *i.e.* undergo changes of form which show their relation to other words in a sentence. The inflection of nouns, pronouns, and adjectives is called Declension, and the inflection of verbs is known as Conjugation.

## DECLENSION

In speaking of the different forms which nouns, pronouns, and adjectives may take, the terms Case, Gender, and Number are used.

**Case.** The three cases of English can be seen to best advantage in the pronoun; for example, "he" (Nominative Case), "his" (Possessive Case), and "him" (Objective Case). Latin has several additional cases, which correspond in meaning to the English objective case with a preposition; thus, "to a sailor," "for a sailor," "with a sword," etc., could all be translated into Latin without the help of prepositions.

**Gender.** In English we have the very simple gender rule that the names of males are Masculine, the names of females are Feminine, and the names of things are Neuter. In Latin, too, these three genders are found, but the rule is more complicated; for in Latin the names of *things* may be either masculine, feminine, or neuter.



**Number.** In the English phrases "the *ship*" and "the *ships*," the difference between the nouns is one of number; that is, "ship" refers to *a single* vessel, and "ships" to *more than one* vessel. To mark this difference we use the terms Singular Number ("ship") and Plural Number ("ships"). These terms are used in just the same way of Latin words.

### CONJUGATION

In connection with the inflection of the verb, the following terms are used: Mood, Number (already defined), Person, Tense, and Voice.

**Mood.** The moods of a verb are its ways of expressing action. Both English and Latin verbs have three moods; namely, Indicative, Subjunctive, and Imperative. A verb in the Indicative Mood generally *states* that a thing *is so*; for example, "The boys *are running*." In the Imperative Mood a verb *commands* something *to be done*, as "Run, boys." The uses of the Subjunctive Mood are various.

**Person.** In English and Latin there are three persons. The First Person refers to the speaker ("I," "we"), the Second Person refers to the person spoken to ("you"), and the Third Person refers to the person or thing spoken of ("he," "she," "it," "they").

**Tense.** An English or Latin verb by its tense indicates the *time* of an action; as, "I *see*" (Present Tense), "I *shall see*" (Future Tense), etc.

**Voice.** In the sentence "John ran," the verb tells what John *did*; but in "John was caught," the verb tells what *was done* to John. To mark this difference the terms Active Voice ("ran") and Passive Voice ("was caught") are used of both English and Latin verbs.

## EXERCISE I

### THE FIRST OR Ā-DECLENSION<sup>1</sup>

#### *mēnsa, table*

CASE	SINGULAR NUMBER	PLURAL NUMBER
Nominative	mēnsa	mēnsae
Genitive	mēnsae	mēnsārum
Dative	mēnsae	mēnsis
Accusative	mēnsam	mēnsās
Ablative	mēnsā	mēnsis

Listen carefully while the teacher pronounces these Latin words. Note especially that the accent nowhere falls upon the last syllable.

Commit to memory the singular and plural of **mēnsa**, connecting each form with the name of its case. The meaning and uses of these cases will be taken up later.

**Gender.**—All nouns of the First Declension are feminine, excepting the few names of males.

#### VOCABULARY

**córbula, -ae, F., basket.**

**píla, -ae, F., ball.**

**naúta, -ae, M., sailor.**

**rósa, -ae, F., rose.**

REMARK 1. In the above vocabulary the -ae following each noun is the ending of the genitive singular; and F. and M. are abbreviations for "Feminine" and "Masculine." Each noun should be memorized in the following way: "Córbula, córbulae, Feminine, basket."

<sup>1</sup> For the meaning of "Declension" and other grammatical terms here used, see Introductory Notes and Definitions, pages 15 and 16.



PILAE

Among the Greeks and Romans ball playing, except for small children, was for the most part a means of exercise rather than a mere game. The balls used were of various sizes, some being as large as a football or "medicine" ball. Bats and racquets were not then in use. The players either threw the ball or struck it about with the hand or arm.



CORBULA

The Romans used baskets of many shapes and sizes. Some were very stout and strong; for example, those in which soldiers carried away on their shoulders the earth dug out in making fortifications. The particular kind of basket shown in the picture was used on the farm for fruit picking and other purposes.

REMARK 2. In headings and vocabularies it is convenient to render *mēnsa* by "table," *corbula* by "basket," etc. But, when actually used in a sentence, *mēnsa*, for example, would be apt to mean "*the* table," or "*a* table." In Latin there is nothing corresponding to the English articles "a," "an," and "the."

I. Name the case and number of the following forms: *pilae, corbulā, rosīs, nautārum, mēnsās, pilam, corbula*.

II. Give :

The genitive plural of *rosa* ; the ablative singular of *pila* ; the dative plural of *mēnsa* ; the accusative singular of *nauta* ; the nominative plural of *corbula* ; the accusative plural of *rosa*.

## EXERCISE II

### THE SECOND OR Ē-CONJUGATION<sup>1</sup>

*hābeō, I have*

INDICATIVE MOOD            ACTIVE VOICE

PRESENT TENSE

PERSON	SINGULAR NUMBER	PLURAL NUMBER
1st person	<i>hābeō</i>	<i>habēmus</i>
2d person	<i>hābēs</i>	<i>habētis</i>
3d person	<i>hābet</i>	<i>hābent</i>

REMARK. In English we say "*I have*," "*you have*," "*he (she, it) has*," "*we have*," etc., depending largely on the pronouns to show the person and number of the verb ; but in Latin a verb has special endings which render unnecessary the use of pronouns for this purpose. Note above how the endings of *habeō* change for each person and number.

<sup>1</sup> For the meaning of the grammatical terms here used, see Introductory Notes and Definitions, pages 15 and 16.

With **habeō** as a model, give the corresponding forms of **teneō**, *I hold, I am holding*.

## VOCABULARY

<b>hérba</b> , -ae, F., <i>grass</i> .	<b>et</b> , conjunction, <i>and</i> .
<b>puélla</b> , -ae, F., <i>girl</i> .	<b>in</b> , preposition, used with
<b>pūpa</b> , -ae, F., <i>doll</i> .	the ablative case, <i>in, on,</i>
<b>vía</b> , -ae, F., <i>street, road</i> .	<i>at.</i>
	<b>est</b> , <i>is, there is</i> .

REMARK. Note particularly the second meaning of **est**. In Latin there is nothing corresponding to "there" in such phrases as "there is," "there are," etc.

## MODEL SENTENCES

**Nauta corbulam tenet**, A sailor is holding the basket.

**Nautae corbulam habent**, The sailors have a basket.

RULE I. *With an active verb, the nominative is the case of the doer, and the accusative is the case of the thing directly affected by the verb action.*

Thus, in the first of the model sentences above, **Nauta** (nominative) is the doer, and **corbulam** (accusative) is the thing directly affected by the verb action; in other words, **Nauta** is the Subject of the verb, and **corbulam** is its Direct Object.

RULE II. *When the Subject of the verb is plural (as in the second of the model sentences), the verb likewise must be plural.*

## READING LESSON

I. Translate into English:

1. Puella pūpam et rosās tenet.
2. In corbulā pilās habētis.
3. Pūpae mēnsās habent.
4. Corbulās tenēmus.
5. In mēnsā est pila.



VIA

The road here shown is the famous Appian Way (*Via Appia*), built more than two thousand years ago, and still lined with the ruins of ancient monuments. It was along this road that St. Paul journeyed to Rome.

## II. Translate into Latin :

1. The sailor has a doll. 2. The girls are holding roses. 3. We have a doll in the basket. 4. There is grass in the street. 5. On the table you have roses.

## EXERCISE III

## IRREGULAR VERB

**sum, I am**

PERSON	PRESENT TENSE	INDICATIVE MOOD
	SINGULAR NUMBER	PLURAL NUMBER
1st person	<b>sum</b>	<b>súmus</b>
2d person	<b>es</b>	<b>éstis</b>
3d person	<b>est</b>	<b>sunt</b>

## VOCABULARY

**área, -ae, F., yard.**

**scálae, -árum, F., stairs.**

**símia, -ae, F., monkey.**

**láteō, I hide, I am hiding.**

**timeō, I am afraid(of), I fear.**

**sub, preposition, used with the ablative case, under.**

## READING LESSON

## I. Translate into English :

1. Puellae símiam timent. 2. Pila in áreā sub mēnsā est. 3. Nautam símia tenet. 4. Nautae et símiae in viā sunt. 5. Pūpae rosās in corbulis habent. 6. Símiae sub mēnsā latent; nautam timent.

## II. Translate into Latin :

1. Sailors are in the yard. 2. The girl is under the stairs; she is afraid-of the sailors. 3. The monkeys have



PŪPA

This little doll is made of ivory, and its arms and legs are movable. Roman girls had also dolls made of rags, wood, wax, or terra cotta. Some dolls were much more elaborate than the one in the picture.



SĪMIA

Above is shown a strolling street artist, with his monkey and a dog that has been taught to climb a ladder. Such artists traveled around from place to place, picking up a living in much the same manner as the hand-organ man of to-day.



baskets. 4. You are-hiding under the table. 5. A monkey is-holding the doll. 6. The dolls are-hiding in the grass.

## EXERCISE IV

## VOCABULARY

<b>áqua</b> , -ae, F., <i>water</i> .	<b>videō</b> , <i>I see</i> .
<b>báca</b> , -ae, F., <i>berry</i> .	<b>úbi?</b> adverb, <i>where?</i>
<b>sélla</b> , -ae, F., <i>chair</i> .	<b>pílā lūdāmus</b> , <i>let's play ball</i> .
<b>sólea</b> , -ae, F., <i>sandal</i> .	<b>inquit</b> , <i>he (she) said, replied, asked, etc.</i>

NOTE. The names of persons are declined just as any other nouns; for example, **Iúlia** (whence our "Julia") follows the declension of **mēnsa**. **Mārcus** (the nominative of a boy's name) is declined in a way soon to be described.

## READING LESSON

## I. Translate into English:

A. 1. **Mārcus et Iúlia sīmiam vident.** 2. **Corbulam et bācās habētis.** 3. **In āreā bācās videō.** 4. **Nauta soleās in corbulā habet.**

B. 1. "Ubi sunt pūpae?" inquit Iúlia. "Pūpae in herbā latent," inquit Mārcus. 2. "Pílā lūdāmus," inquit Mārcus. "Ubi est pila?" inquit Iúlia. "Pila sub mēnsā est," inquit Mārcus.

## II. Translate into Latin:

A. 1. The monkey is-afraid-of the water. 2. The sandals are on the chair. 3. The doll has sandals and a chair and a table. 4. The monkeys are-holding grass.

B. 1. "Where are the berries?" said Julia. "The berries are in a basket under the stairs," replied Marcus.



SELLA

The chairs of the Romans for the most part lacked both back and arms. Seats of honor, as in the picture above, were sometimes provided with a foot-rest. High officials commonly occupied a sort of camp-chair, the legs of which were made of ivory.



SOLEAE

As Italy is a warm country, the Romans often went bare-footed when in their own homes. For outdoor wear they preferred sandals of which the "upper" consisted merely of a strap or two. The *soleae* above shown were of the kind used in the army.

2. "Where are the sailor and the monkey hiding?" asked Marcus. "I see the sailor in the yard," said Julia. "The monkey is under the chair."

## EXERCISE V

## VOCABULARY

<i>dóceō, I teach, I am teaching.</i>	<i>úmbra, -ae, f., shade.</i>
<i>iaceō, I lie, I am lying.</i>	<i>cum, preposition, used with</i>
<i>sédeō, I sit, I am sitting.</i>	<i>the ablative case, (in com-</i>
	<i>pany) with.</i>

## READING LESSON

## I. Translate into English:

*A.* 1. Puella in sellā cum pūpā sedet. 2. In corbulis sunt rosae et bācae. 3. Herbam et aquam vidēmus.  
4. Ubi sedet nauta? Nauta sub scālis in mēnsā sedet.

*B.* "Pilā lūdāmus cum nautā et sīmiā," inquit Mārcus. "Ubi sunt nauta et simia?" inquit Iūlia. "In umbrā iacent," inquit Mārcus; "nauta simiam docet."

## II. Translate into Latin:

*A.* 1. The sailor is-lying under the table; I see (his) sandals. 2. We are-sitting in the shade with the girls. 3. The chairs are in the yard with the tables. 4. Let's play ball in the yard; on the street I am-afraid-of the sailors.

*B.* 1. "Where are you?" asked Julia. "We are in the water," replied Marcus. 2. "Where are the girls hiding?" said Marcus. "They are-sitting under the table with the dolls," answered Julia.

## EXERCISE VI

## THE SECOND OR Ē-CONJUGATION

**hābeō**

PERSON	INDICATIVE MOOD	ACTIVE VOICE
	PERFECT TENSE	
	SINGULAR NUMBER	PLURAL NUMBER
1st person	hābui	hābūimus
2d person	hābūisti	hābūistis
3d person	hābuit	hābūerunt

Infect in the same way the perfect tense of **doceō** (**dōcui**), **iaceō** (**iācui**), **lateō** (**lātui**), **sedeō** (**sēdi**), **teneō** (**tēnui**), **timeō** (**tīmui**), **videō** (**vīdi**); so also of **sum** (**fūi**). Note that in **sēdi** and **vīdi** there is no **u** before the final **i**. Consequently the perfect of **sedeō**, for example, proceeds: **sēdi**, **sēdisti**, **sēdit**, etc.

NOTE. The perfect is the past tense of the indicative mood most used in Latin. It has two distinct meanings. For example, **vīdi** means either "I saw" or "I have seen"; **fūi**, "I was" or "I have been"; etc.

REMARK. Special attention must be given verbs like **sēdi**; for, since the present **sedeō** means "I am sitting" as well as "I sit," it is very easy to make the mistake of translating **sēdi** by "I was sitting." The correct renderings of **sēdi** are indicated above, namely, "I sat" and "I have sat" ("I have been sitting"). Give also the proper translations of **dōcui**, **iācui**, **lātui**, and **tēnui**. By an apparent exception to the rule, **tīmui** may be correctly rendered by "I was afraid (of)."

## VOCABULARY

**agricola**, -ae, M., *farmer*.      **nunc**, adverb, *now*.  
**Claúdia**, -ae, F., a girl's name.      **quid?** *what?*  
**cýmba**, -ae, F., *boat, skiff*.

## READING LESSON

## I. Translate into English :

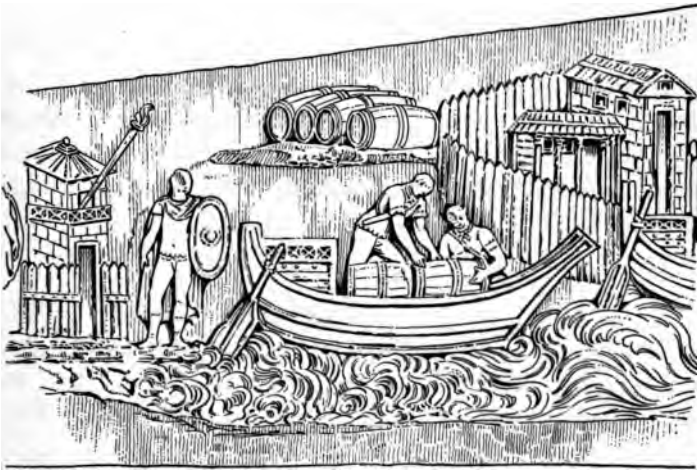
*A.* 1. Ubi latuistis? Ubi nunc Mārcus latet? 2. Agricola<sup>e</sup> in cymbā cum nautis fuērunt. 3. In umbrā sēdimus et puellās docuimus.

*B.* 1. "Quid in āreā vidistī?" inquit Mārcus. "Bācās et rosās in āreā vidī," inquit Claudia. 2. "Ubi sunt sīmiae?" inquit agricola. "Sub sellis latuērunt," inquit Mārcus; "nautam timent." 3. "Quid in corbulā habuit nauta?" inquit Claudia. "Nauta pūpās in corbulā habuit," inquit Iūlia.

## II. Translate into Latin :

*A.* 1. We have been sitting in the yard. 2. There were roses and berries in the baskets. 3. What were-you-afraid-of? 4. I saw farmers and sailors in the boat. 5. The doll lay under the table.

*B.* 1. "Where am I now?" asked Marcus. "You are under the stairs," said Julia. "You are-sitting on a chair and holding a doll." 2. "Where were you?" asked the sailor. "I was in the yard with Claudia," replied Marcus. 3. "Let's play ball," said Julia. "The ball is-lying under the chair in the grass."



CYMBAE

In the illustrations are shown two *cymbae* as represented by ancient artists. In the first picture a passenger is stepping on board to be ferried over a river, and in the other some soldiers are loading casks into a boat.

## EXERCISE VII

## VOCABULARY

<i>cóncha</i> , -ae, F., <i>shell</i> .	<i>cūr</i> ? adverb, <i>why?</i>
<i>haréna</i> , -ae, F., <i>sand, beach</i> .	<i>inquiunt</i> , <i>they said, replied,</i>
<i>quia</i> , conjunction, <i>because</i> .	<i>asked, etc.</i>

## READING LESSON

## I. Translate into English :

*A.* 1. Quid in harēnā est? 2. Nautās nunc agricolae timent. 3. Ubi fuērunt conchae? 4. Puella sīmiam docuit. 5. Cūr sub mēnsā latuistī?

*B.* 1. "Cūr in umbrā iacēs?" inquit Mārcus. "Pilā lūdāmus." 2. "Quid in harēnā vidērunt puellae?" inquit Iūlia. "Puellae in harēnā conchās vidērunt," inquit Mārcus. 3. "Ubi latuistis?" inquit Claudia. "Sub mēnsā latuimus," inquiunt puellae, "quia agricolās et nautās timēmus."

## II. Translate into Latin :

*A.* 1. What do the girls see in the water? 2. The sailors have been lying in the boat, and Marcus has been on the beach with the monkey. 3. Why do we sit in the sand? In the yard there are shade and water. 4. What did the sailors have in the boat?

*B.* 1. "Where did you see the ball?" asked Marcus. "We saw the ball on the beach," replied the girls. 2. "Why have you been sitting in the yard?" said the farmer. "I sat in the yard, because in the shade there are chairs," answered Marcus. 3. "What are the dolls now holding?" asked Claudia. "They have berries and shells," said Julia.

## EXERCISE VIII

## VOCABULARY

<b>cávea</b> , -ae, F., <i>cage</i> .	<b>ítaque</b> , conjunction, <i>and so</i> .
<b>cúnae</b> , -árum, F., <i>cradle</i> .	<b>sed</b> , conjunction, <i>but</i> .
<b>Márcélla</b> , -ae, F., a girl's name.	<b>térreō</b> , <i>I frighten, I am frightening</i> , etc.

## READING LESSON

## I. Translate into English :

*A.* 1. In *āreā* *bācās* vidimus; sed nunc in *harēnā* *conchās* vidēmus. 2. *Cūr* *nautam* *terruistis*? 3. *Itaque* in *cūnīs* *pūpae* iacent. 4. *Quid* in *cymbā* habent *agricolae*?

*B.* 1. "*Cūr* *sīmiam* *tenētis*?" inquit *Mārcus*. "*Sīmiam* *tenēmus*," inquirunt *puellae*, "*quia* *pūpās* *terret*." 2. "*Ubi* est *cavea*?" inquit *Iūlia*. "*Cavea* in *harēnā* fuit," inquit *Claudia*; "*sed* nunc in *āreā* est." 3. "*Quid* videt *Iūlia*?" inquit *Mārcella*. "*Iūlia* *nautās* et *agricolās* videt," inquit *Mārcus*. "*Caveam* habent. *Sīmia* *caveam* timet."

## II. Translate into Latin :

*A.* 1. What do you see in the shade? 2. But the doll now has sandals and a cradle. 3. Where are the baskets? 4. The monkeys are in the cage, because they frightened the girls.

*B.* 1. "Where have the sailors been sitting?" asked *Marcus*. "They saw berries in the yard," replied the girls, "and so they have been sitting in the grass with the farmer." 2. "Why is the monkey hiding in the water?" said *Marcella*. "The monkey was in the dolls' cradle," replied *Marcus*; "and so he is now in the water, because he is-afraid-of *Julia*."



## EXERCISE IX

## THE SECOND OR O-DECLENSION

**hórtus, m., garden**

CASE	SINGULAR	PLURAL
Nominative	hórtus	hórti
Genitive	hórti	hórtórum
Dative	hórtō	hórtis
Accusative	hórtum	hórtōs
Ablative	hórtō	hórtis

## VOCABULARY

**équus, -i, m., horse.**

**Quíntus, -i, m., a boy's name.**

**Márcus, -i, m., a boy's name. caúda, -ae, f., tail.**

**RULE.** *The genitive is the case of the person or thing to which something belongs; for example, Márci cymba, Marcus' boat; puellae equus, the girl's horse; etc.*

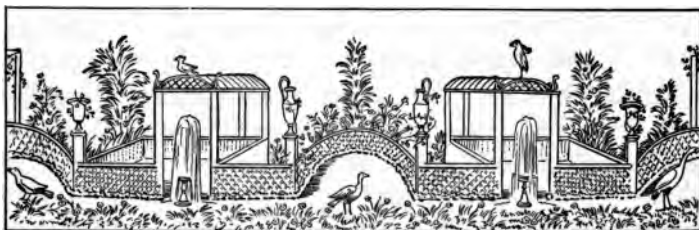
In this use the genitive corresponds to the Possessive Case in English.

**REMARK.** In a Latin sentence it is not always possible instantly to recognize a genitive, since sometimes other cases are like it in form. Thus equi (so far as form is concerned) might be either genitive singular or nominative plural; and nautae might be either genitive or dative singular or nominative plural. When such forms are used, we have to depend on the other words of the Latin sentence to make clear which case is meant.

## READING LESSON

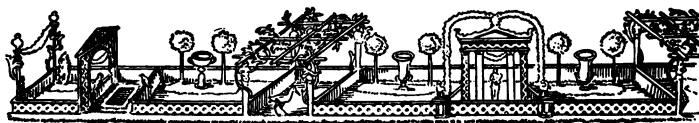
I. Translate into English:

A. 1. Márci símia nunc in caveā est. 2. Sed in pūpārum cūnis sunt conchae et harēna. 3. Cūr equi in hortō iacent? 4. Itaque equi caudam símia tenuit.



HORTUS

Rich Romans took much pride in well-kept pleasure gardens. In these there were level walks with fountains here and there, flowers were carefully cultivated, and the trees and shrubs were often cut into ornamental shapes. The picture above shown was found painted on a wall in the ruins of Pompeii. There were, of course, plenty of vegetable gardens also in Italy, but painters seem to have taken little interest in them. The lower picture is from Herculaneum.



HORTUS

*B.* 1. "Quid videt Quīnti equus?" inquit Mārcus. "Equus herbam et aquam videt," inquit Mārcella. 2. "Cūr agricolae equōs tenent?" inquirunt puellae. "Equōs tenent," inquit Quīntus, "quia in viā nautae cum simiis fuērunt. Equi nautārum simiās timuērunt." 3. "Ubi sēdistis?" inquit Mārcus. "In pūpārum sellis sēdimus," inquirunt puellae.

## II. Translate into Latin :

*A.* 1. And so the doll's table and chairs were under the stairs. 2. There is now a basket in the doll's cradle. 3. Why did they frighten the farmer's horses? 4. What did the sailor's monkey see? 5. The girls hid in the yard and garden.

*B.* 1. "Let's play ball with Marcus' monkey," said Marcella. "Where is the ball?" "Marcus' ball was on the doll's chair," answered Claudia; "now it is under the table." 2. "Why did Quintus sit in the sailors' boat?" asked Julia. "Quintus sat in the boat, because there have been horses on the beach," said Claudia; "but Marcus and the girls sat in the garden in the shade."

## EXERCISE X

### THE SECOND OR O-DECLENSION (continued)

	<i>pūer, m., boy</i>		<i>āger, m., field</i>	
CASE	SINGULAR	PLURAL	SINGULAR	PLURAL
Nominative	pūer	pūerī	āger	āgrī
Genitive	pūerī	puerōrum	āgrī	agrōrum
Dative	pūerō	pūerīs	āgrō	āgrīs
Accusative	pūerum	pūerōs	āgrum	āgrōs
Ablative	pūerō	pūerīs	āgrō	āgrīs

## VOCABULARY

**cucúrri**, *I ran, I have run.*      **vēni**, *I came, I have come.*  
**ē, ex**, preposition, used with **in**, preposition, used with  
the ablative case, (*out*)      the accusative case, *into*.  
*from, out of.*

REMARK 1. The verbs from which come the perfects **cucúrri** and **vēni** do not belong to the second conjugation ; but the inflection of the perfect tense of all conjugations is identical. With **habuī**, therefore, as a model, inflect the perfects **cucúrri** and **vēni**.

REMARK 2. Both forms of the preposition **ē, ex** have the same meaning. The second form is to be used when the following ablative begins with a vowel or **h**.

REMARK 3. Contrast the meaning of **in** and the ablative with that of **in** and the accusative. The former indicates Place Where, the latter Place into Which. Translate the following phrases : **in cymbā**, *sub cymbā*, **ē cymbā**, *in cymbam*.

## READING LESSON

## I. Translate into English :

*A.* 1. *Ex āreā cucurrimus.*    2. *Puer in agricolae hortum vēnit.*    3. *Cūr cucurristi ē viā in āream?*    4. *Itaque simia cum Iūliae pūpā in caveam cucurrit.*

*B.* 1. "Puellae in nautārum cymbis sedent," inquit Mārcus ; "cum pueris pilā lūdāmus." "Ubi sunt pueri?" inquit Quintus. "Puerī ex hortō in āream cucurrerunt," inquit Mārcus ; "nunc in umbrā latent." 2. "Cūr nautae equus ex agrō in hortum cucurrit?" inquirunt puellae. "Simia equum terruit," inquit Mārcus ; "sed nauta ē cymbā vēnit, et equus nunc in āreā, simia in caveā est."

## II. Translate into Latin :

*A.* 1. *And so you ran from the water into the yard and hid under the dolls' table.*    2. *Why did they come*

from the yard into the farmer's fields? 3. What is Claudia's doll holding? 4. Where is Marcus' ball? Why was it under the chair?

*B.* 1. "Where did you see the farmers' horses?" asked Quintus. "They were in the garden," replied the girls, "but now they have run into the water." 2. "Why did the girl's monkey run from the boat?" said Marcella. "It has run from the boat," replied Marcus, "because the farmers came and sat in the sand."

## EXERCISE XI

### THE SECOND OR O-DECLENSION (continued)

#### *mālum*, N., *apple*

	SINGULAR	PLURAL
Nominative	<i>mālum</i>	<i>māla</i>
Genitive	<i>māli</i>	<i>mālōrum</i>
Dative	<i>mālō</i>	<i>mālis</i>
Accusative	<i>mālum</i>	<i>māla</i>
Ablative	<i>mālō</i>	<i>mālis</i>

**REMARK.** The accusative of neuter words is always the same as the nominative. Note how this fact is illustrated by the singular and plural of *mālum*.

**Gender.** The second declension is made up almost wholly of masculine and neuter nouns. Regular masculines end in *-us* or *-er*, and the neuters end in *-um*. The few feminines belonging to this declension have the termination *-us*.

#### VOCABULARY

<i>tabernāculum</i> , -i, N., <i>tent</i> .	<i>ii</i> , <i>I went, I have gone</i> .
<i>taberna</i> , -ae, F., <i>store, shop</i> .	<i>miſi</i> , <i>I sent, I have sent</i> .



TABERNA

Roman shops were often hardly more than booths. But many dwelling houses were so built that the ground floor on the street side could be let out to tradesmen. Each such store consisted usually of a single room shut off completely from the rest of the building, the merchant doing his business there during the day, but having his residence elsewhere. At night the shops were closed by putting up wooden shutters in front.

REMARK. The perfect *ii* is a shorter form for *ivi*. Generally the singular and plural of the second person are further shortened to *istī* and *istis*.

#### READING LESSON

##### I. Translate into English :

*A.* 1. Itaque agricola puerōs cum equīs in agrōs misit. 2. Cūr in tabernam istis? Cūr in sellis sedētis? 3. Puellās ex hortō in āream mīsistī. 4. Cūr puer pūpās tenuit?

*B.* 1. "Quid in tabernāculō vidistis?" inquit Quintus. "Pūpārum cūnās et simiae caveam in tabernāculō vidimus," inquit puerī. 2. "Cūr puerī ē cymbā in hortum iērunť?" inquit Mārcus. "Puerōs in hortum mīsī," inquit nauta; "nunc māla in corbulā habent." 3. "Ubi latuit Iūlia?" inquit Mārcus. "Iūlia in tabernāculum cucurrit," inquit puellae; "sed nunc in pūpae cūnīs latet."

##### II. Translate into Latin :

*A.* 1. The farmer went from the tent, and sent the boys into the sailors' boat. 2. In the farmer's garden are berries and roses; on the beach there are shells. 3. And so the farmers' horses came from the field and ran into the garden.

*B.* 1. "Where are the monkeys?" asked Julia. "The monkeys went with the boys into the tent," replied Marcus; "but now they are on the street." 2. "Why did you come from the shade into the road?" said Claudia. "I came into the road because I am afraid of the farmer's horse," answered Marcella. "But," said Quintus, "the farmer has come from the store with the boys and sent the horse into the fields."

## EXERCISE XII

## VOCABULARY

<b>lūdus, -i, m.,</b> <i>school.</i>	<b>ad,</b> preposition, used with the accusative case, <i>to.</i>
<b>liber, -bri, m.,</b> <i>book.</i>	<b>dūxi,</b> <i>I brought, I have brought ; I led, I have led.</i>
<b>magister, -tri, m.,</b> <i>teacher.</i>	<b>poenās dedī,</b> <i>I was punished, I have been punished.</i>
<b>subsellium, -i, n.,</b> <i>bench.</i>	
<b>tum,</b> adverb, <i>then.</i>	

REMARK 1. Contrast the meaning of **in** and the accusative with that of **ad** and the accusative, the former indicating Place *into* Which, the latter Place *to* Which.

REMARK 2. The phrase **poenās dedī** means literally "I paid the penalty," hence "I was punished." The perfect **dedī** is to be conjugated as any other perfect, **poenās** remaining unchanged ; *e.g.* **poenās dedī, poenās dedistī, poenās dedit,** etc.

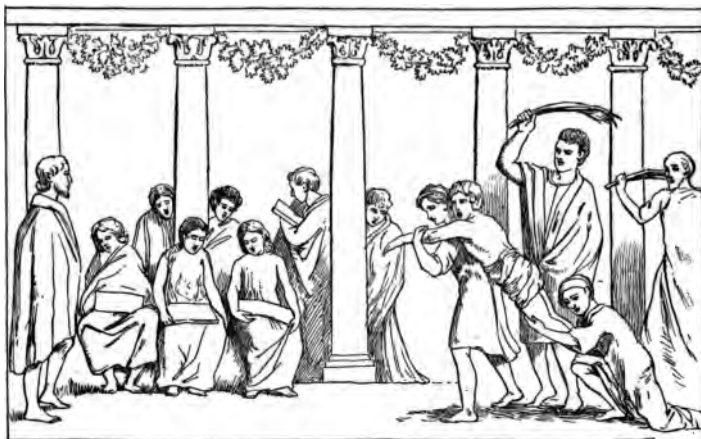
## READING LESSON

## I. Translate into English :

*A.* 1. Puerī et puellae ex agris in lūdum iērunť.  
2. Itaque nunc in subselliis sedent. 3. Magister ē tabernā vēnit ; bācās et māla in corbulis habet. 4. Iūliae librī in tabernāculō sunt.

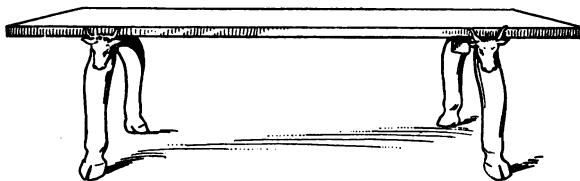
*B.* 1. "Ubi est Mārcus?" inquit Claudia. "Agricola Mārcum in tabernam mīsit," inquit Iūlia. 2. "Quid in lūdō vidistī?" inquit Mārcella. "Mārcus et Quīntus sīmiam in lūdum dūxērunt," inquit Iūlia. "Sīmiam sub subselliis latuit et magistrum terruit. Tum puerī poenās dedērunt."  
3. "Cūr in tabernāculum cucurristis? cūr sub mēnsā latētis?" inquit Quīntus. "Latēmus," inquiunt puellae, "quia in āreā equum vīdimus."





PUER POENAS DEDIT

In this illustration school seems to be in session in an open colonnade, as was the custom among the Greeks. Three boys may be seen sitting on *sellae*, holding spread out upon their laps rolls of manuscript from which they are studying. Their less fortunate companion in front is being severely whipped.



SUBSELLIUM

Any bench upon legs and without a back was called *subsellium*. The particular bench shown above was found in the public baths of Pompeii. Note the ornamental carvings upon the legs.

## II. Translate into Latin :

A. 1. Marcus' books lie on the bench. 2. And so the teacher then brought the boys and girls from the garden into the street. 3. You were punished at school. 4. What did you have in the basket?

B. 1. "The sailor's monkey hid in the grass and frightened the teacher's horse," said the girls. "Then he was punished." 2. "Let's play ball in the school," said Marcus. "Where is the teacher?" asked Quintus. "The teacher is in the yard," answered Marcus. "He led the horse to water," said Claudia; "then he came into the yard with (his) books, and is now lying on the bench."

## EXERCISE XIII

## THE VOCATIVE CASE

In addition to the five cases already treated, words of the second declension ending in **-us** have also a special vocative singular, *e.g.* **Mārce**, **Quinte**, etc. Everywhere else, in all declensions, the nominative is made to do service as a vocative.

## MODEL SENTENCES

**Ubi sunt librī, Mārce?** Where are the books, Marcus?

**Quid habēs, Iūlia?** What have you, Julia?

**Cūr ē cymbā, puellae, cucurrīstis?** Why did you run from the boat, girls?

**RULE.** *The vocative case is used in addressing a person by name or title.*

**REMARK.** In an English sentence the vocative often stands first, but in Latin it seldom has this position. In a short sentence it is apt to stand last.

## VOCABULARY

**stilus, -i, M., pen.****capsa, -ae, F., school bag.****tergum, -i, N., back.****tabula, -ae, F., tablet.****umerus, -i, M., shoulder.****vēxi, I carried, I have carried.**

REMARK. The verb of which **vēxi** is the perfect is seldom applied to men. It is commonly used of carrying by horses, ships, etc.

## READING LESSON

## I. Translate into English :

A. 1. Quid in capsā habēs, Quīnte? 2. In capsā librōs et tabulās habeo. 3. Ubi est sīmia, Claudia? 4. Sīmia in nautae umerō sedet; mālum habet. 5. Quid in harēnā vīdistis, puellae? 6. Corbulās et conchās vīdimus.

B. 1. "Cūr in aquam cucurrit equus?" inquit puellae. "In aquam equus cucurrit," inquit Mārcus, "quia sīmia in tergō est." 2. "Ubi fuit Quīntī equus, Claudia?" inquit Mārcella. "Equus magistrum ad lūdum vēxit," inquit Claudia. "Tum vēnit agricola, et equum in agrōs dūxit." 3. "Cūr cum tabulā et stilō, Quīnte, sub mēnsā sēdistī?" inquit Mārcus. "Mārcellam et Claudiam terrui," inquit Quīntus; "itaque poenās dedī."

## II. Translate into Latin :

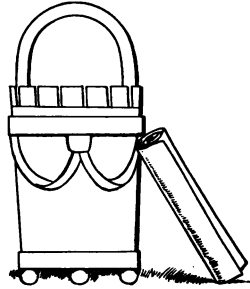
A. 1. What is under the bench, Marcus? 2. Where are the boys, Quintus? Let's play ball in the shade. 3. What do you see in the grass now, boys? 4. We brought a doll to school; and so we have been punished. 5. Why did you run out of school, Quintus?

B. 1. "The school bag is in the tent," said Julia. "It lies with the books in the doll's cradle." 2. "What do you see, Claudia?" asked Marcella. "I see the boys in



STILUS ET TABULÆ

Tablets were commonly made by putting a layer of wax upon strips of wood. Upon such tablets school children traced letters with a *stilus*, which was a piece of metal shaped somewhat like a pencil. The writing end of the *stilus* was very sharp, while the other was often flattened so that it could be used to erase marks made in the wax.



CAPSA

The *capsa* was, strictly, a box rather than a bag. It was circular in form, and had a cover. Rolls of manuscript (*libri*) standing on end fitted very nicely into such a box. Sometimes a slave was sent along to carry a boy's *capsa* to school for him. The above illustration is somewhat stiff and formal in its style.

the fields," replied Claudia. "They have come from school, and are now on the horse's back." 3. "I sent Quintus to the store," said the farmer. "We saw Marcus in the store," said the boys; "but Quintus has gone into the sailors' boat."

## EXERCISE XIV

## ADJECTIVES OF THE FIRST AND SECOND DECLENSIONS

**bonus, -a, -um, good**

	SINGULAR			PLURAL		
	<i>Masc.</i>	<i>Fem.</i>	<i>Neut.</i>	<i>Masc.</i>	<i>Fem.</i>	<i>Neut.</i>
Nom.	bonus	bona	bonum	bonī	bonae	bona
Gen.	bonī	bonae	bonī	bonōrum	bonārum	bonōrum
Dat.	bonō	bonae	bonō	bonīs	bonīs	bonīs
Acc.	bonum	bonam	bonum	bonōs	bonās	bona
Abl.	bonō	bonā	bonō	bonīs	bonīs	bonīs

REMARK. Note that the masculine of this adjective is declined like *hortus*, the feminine like *mēnsa*, and the neuter like *mālum*. The forms should now be memorized from left to right, thus: (Nom.) **bonus, bona, bonum**; (Gen.) **bonī, bonae, bonī**, etc.

## VOCABULARY

<b>albus, -a, -um, white.</b>	<b>magnus, -a, -um, big, large,</b>
<b>dēfessus, -a, -um, tired, weary.</b>	etc.
<b>longus, -a, -um, long.</b>	<b>parvus, -a, -um, small, little,</b>
	etc.

RULE. *An adjective has the same gender, case, and number as the noun to which it belongs; e.g., puellae parvae, puellās bonās, etc.*

REMARK. It should be remembered that a few nouns of the first declension are masculine. With these, of course, the masculine forms of the adjective must be used; e.g., *nautae magnī, nau-tās bonōs*, etc.

## MODEL SENTENCES

**Mārcus est parvus**, Marcus is small.

**Quintus est agricola**, Quintus is a farmer.

*RULE. With forms of the verb sum, an adjective referring to the subject of the verb is called a Predicate Adjective, and a noun referring to the same thing as the subject is called a Predicate Noun. Predicate Adjectives and Nouns stand in the same case as the subject of the verb.*

## READING LESSON

## I. Translate into English :

A. 1. Mārcī equus albus est; caudam longam habet.  
2. Cūr ad tabernam iērunt agricolae dēfessī? 3. In agricolārum dēfessōrum corbulis fuērunt māla magna et bācae albae. 4. Quid in capsā habent puellae parvae, Claudia?

B. 1. "Cūr nautae simiam magnam in caveam misisti, Iūlia?" inquit Mārcus. "Simia pūpās parvās in aquam vēxit," inquit Iūlia; "tum poenās dedit." 2. "Ubi est Claudiae capsā, Mārce?" inquit Mārcella. "Capsam Quintus in āreā vīdit," inquit Mārcus; "sed tabulae et stilus in subselliō iacent." 3. "Ubi nunc est Claudia, Quīnte?" inquit Iūlia. "Magister bonus Claudiam ē lūdō in hortum dūxit," inquit Quīntus.

## II. Translate into Latin :

A. 1. What is on the white monkey's shoulder, Julia?  
2. Why do the girls teach the dolls? 3. What did the big sailor's horse carry on (his) back, Marcus? 4. And so we sent Quintus to school with a book and a small tablet.

B. 1. "The girls have gone to school, Quintus," said Marcus; "let's play ball in the dolls' garden." 2. "Why did you bring the farmer's horses from the fields into the

street, Quintus?" asked Julia; "they are now frightening the little boys and girls." "Quintus is a good boy," replied Claudia. "He ran and brought the horses into the street, because we saw big monkeys in the fields. Horses are afraid of monkeys."

## EXERCISE XV

THE SECOND OR  $\bar{E}$ -CONJUGATION**habeō**

INDICATIVE MOOD      ACTIVE VOICE

FUTURE TENSE

	SINGULAR	PLURAL
1st person	habēbō	habēbimus
2d person	habēbis	habēbitis
3d person	habēbit	habēbunt

Conjugate in the same way the future tense of **doceō**, **iaceō**, **lateō**, **sedeō**, **teneō**, **terreō**, **timeō**, **videō**.

## VOCABULARY

<b>malus</b> , -a, -um, <i>bad</i> , etc.	<b>iēcī</b> , <i>I threw, I have thrown.</i>
<b>filia</b> , -ae, F., <i>daughter.</i>	<b>crās</b> , adverb, <i>to-morrow.</i>
<b>filius</b> , fili, M., <i>son, boy.</i>	<b>nam</b> , conjunction, <i>for.</i>
<b>frēgi</b> , <i>I broke, I have broken.</i>	

REMARK. Note the slight irregularity in the genitive singular of **filius**. The other cases of this noun proceed regularly (**filiō**, **filium**, etc.), excepting the vocative singular, which also has **fili**. The vocative **fili** commonly appears in the combination **mī fili**, "my son," "my boy."

## READING LESSON

## I. Translate into English :

*A.* 1. Itaque nauta malus Mārcellae capsam in aquam iēcit. 2. Quid tum in āreā vidistis? Quid nunc in hortō vidētis? 3. Ubi, mī fili, crās sedēbis? 4. In equi tergō sedēbō. 5. Cūr agricolae filiī magnī, Quīnte, nautam bonum ē cymbā in harēnam iēcērunt?

*B.* 1. "Quid in viā crās vidēbimus, Mārce?" inquit puellae. "Equōs albōs et sīmiās parvās crās in viā vidēbitis," inquit Mārcus. 2. "Claudia ē tabernāculō in hortum cum Quīntō cucurrit," inquit Iūlia; "ubi nunc est?" "In herbā tum latuit," inquit Mārcella. "Sed nunc in pūpārum cūnis dēfessa iacet; nam Claudia parva est puella." 3. "Ubi est pila?" inquit Mārcus. "Agricolae filius puer est malus," inquit Quīntus; "pilam in tabernāculum iēcit et pūpam frēgit. Sed tum vēnit agricola, et filius malus poenās dedit."

## II. Translate into Latin :

*A.* 1. The farmer's daughter sent Marcus to the store; and so we have apples and berries. 2. Claudia and Marcella are good daughters; for they have come into the yard with tablets and pens. 3. Why does the monkey sit on the shoulder of the little boy, my son? 4. Claudia has thrown Marcus' pen into the sailor's basket.

*B.* 1. "The teacher will have long benches in the school," remarked Quintus. "We shall hide under the benches and frighten the girls," said Marcus. 2. "The sailor's bad boy broke a bench at school," said Claudia. "To-morrow he will hide; for the teacher will then see the bench." 3. "Why do you frighten the tired monkeys, Quintus?" asked Marcus. "I am frightening the monkeys," replied Quintus, "because they broke Claudia's shells."



## EXERCISE XVI

## IRREGULAR VERB

## sum

	FUTURE TENSE	INDICATIVE MOOD
	SINGULAR	PLURAL
1st person	erō	erimus
2d person	eris	eritis
3d person	erit	erunt

## VOCABULARY

<b>lupus</b> , -i, m., <i>wolf</i> .	<b>hodiē</b> , adverb, <i>to-day</i> .
<b>silva</b> , -ae, f., <i>forest, woods</i> .	<b>ibi</b> , adverb, <i>there, in that place</i> .
<b>validus</b> , -a, -um, <i>strong, sturdy, powerful</i> .	<b>nōn</b> , adverb, <i>not</i> .
	<b>occidī</b> , <i>I killed, I have killed</i> .

REMARK. Distinguish carefully between the use of the word "there" in the sentences: "*There* are roses in the garden," and "We ran into the garden; *there* we saw a wolf." When, as in the second sentence, "there" means "in that place," it is to be rendered by *ibi*.

## READING LESSON

## I. Translate into English:

*A.* 1. Itaque crās in silvā cum Quīntō erimus, Mārcella. Ibi lupōs magnōs vidēbimus. 2. Tum Claudia puella bona erit; sed nunc in āreā puerōs parvōs terret. 3. Pilā lūdāmus. Sīmiam hodiē docēbimus. 4. Lupus malus ē silvā vēnit et Mārci sīmiam occidit. Sed tum lupum dēfesum occidit agricola validus.

*B.* 1. "Quid in lūdō frēgit Mārcus?" inquit Claudia. "Mārcus stilum longum frēgit," inquit Iūlia; "tum ē lūdō ad cymbam cucurrit. Ibi nautae malī puerum in aquam iēcērunt." 2. "Cūr es puer malus, mi fili?" inquit agricola. "Puer malus nōn sum," inquit filius, "sed quia magistrum timeō, ē lūdō cucurri." 3. "Ubi eritis?" inquit Mārcus. "In tergō albi equī sedēbimus," inquiunt puellae. "Pūpa in simiae umerō sedēbit." 4. "Cūr Claudiae pūpam occidistis, pueri?" inquit Iūlia. "Pūpam occidimus," inquit Mārcus, "quia Claudia simiae caveam frēgit."

## II. Translate into Latin:

*A.* 1. In the school there will be good books and tablets, but the sailor will be the teacher. 2. Why did the farmer's horse carry the girls into the forest to-day? 3. What shall we see in the woods, my boy? 4. There will be a wolf there. 5. The sailor's daughter will not teach the little boys.

*B.* 1. "Why was Marcus punished to-day, Quintus?" asked Julia. "He threw the sailor's little monkey into the store," answered Quintus, "and so he was punished. But to-morrow he will be a good boy." 2. "What do you see now, girls?" said the farmer's tired daughter. "We see a strong wolf in the field," replied Claudia. "He has run out of the woods and killed the big horse. But he does not see the boys; for they have hidden in the grass." 3. "To-morrow," said Marcus, "the boys and girls will be in the forest. There the girls will be afraid of wolves and monkeys; but the boys will not be afraid."

## EXERCISE XVII

ADJECTIVES OF THE FIRST AND SECOND DECLENSIONS  
(continued)**miser, -era, -erum, wretched, poor****piger, -gra, -grum, lazy**

SINGULAR						
	<i>Masc.</i>	<i>Fem.</i>	<i>Neut.</i>	<i>Masc.</i>	<i>Fem.</i>	<i>Neut.</i>
Nom.	miser	miserā	miserum	piger	pigrā	pigrum
Gen.	miserī	miserāe	miserī	pigrī	pigrāe	pigrī
Dat.	miserō	miserāe	miserō	pigrō	pigrāe	pigrō
Acc.	miserum	miseram	miserum	pigrum	pigram	pigrum
Abl.	miserō	miserā	miserō	pigrō	pigrā	pigrō

NOTE. The plural of these adjectives is declined in the same way as the plural of **bonus**. Note that the singular, too, is like **bonus**, excepting that **miser** has the peculiarities of **puer**, while **piger** follows **ager**, losing its **e** throughout.

## VOCABULARY

<b>porta, -ae, F., gate.</b>	<b>herī, adverb, yesterday.</b>
<b>oppidum, -ī, N., town.</b>	<b>in, preposition, used with</b>
<b>saxum, -ī, N., rock, stone.</b>	the accusative case, <i>at,</i>
<b>cecidi, I fell, I have fallen.</b>	<i>against, upon, to.</i>

REMARK. The preposition **in** with the accusative normally means "into," as already stated. But with verbs of throwing, falling, and the like, the meanings given in this vocabulary are sometimes called for.

## READING LESSON

## I. Translate into English :

A. 1. Itaque agricolae bonī et nautae validī ē portā oppidī herī iērunť, et cucurrērunt in silvam. 2. Hodie



PORTA

From Gusman's *Pompeii*, by permission of Messrs. Dodd, Mead and Company.

This illustration shows one of the gates in the ruined wall of Pompeii. Note the strength of the wall and the substantial way in which the street is paved.

agricolārum equī miserī in aquam cecidērunt ; crās in agrīs erunt. 3. Mārcus nauta erit ; sed agricola erit Quīntus. 4. Nam puerī pigrī saxa in aquam iēcērunt. \

*B.* 1. "Ubi est Mārcus?" inquit Mārcella. "Mārcus in oppidum hodiē iit," inquit Quīntus. "Via est longa, et crās puerum dēfessum vidēbimus." 2. "In harēnā conchās albās herī vidī," inquit Claudia ; "tum cum corbulis iimus, et bonī agricolae equus conchās in āream vēxit." 3. "Simia ē corbulā in pūpārum cūnās cecidit," inquit Mārcus ; "cūnās et pūpās frēgit miserās. Tum Iūlia currit ē tabernāculō et saxum in simiam iēcit ; sed saxum in caudam simiae cecidit, et Claudiae pūpae sellam frēgit."

## II. Translate into Latin :

*A.* 1. What is on the lazy horse's back, Quintus? 2. The gate of the town is large, but the streets are not long. 3. The boys killed a small wolf there yesterday. You shall see (its) tail to-morrow, Marcus. 4. And so you will not be teacher to-day. 5. The bad boys will sit on the long bench. 6. What did the sailor fear?

*B.* 1. "Where will you hide, girls?" asked Marcus. "We shall hide under the stairs," replied the girls. "I am tired," said Marcus ; "I shall hide with lazy Quintus under the bench." 2. "The farmer sent (his) strong son from the forest to the town," remarked Claudia. "But the boy saw the sailors' big monkey in the road; and so he ran into a garden."

## EXERCISE XVIII

## THE SECOND OR Ē-CONJUGATION

**habeō**

## SUBJUNCTIVE MOOD      ACTIVE VOICE

## PRESENT TENSE

	SINGULAR	PLURAL
1st person	<b>habeam</b>	<b>habeāmus</b>
2d person	<b>habeās</b>	<b>habeātis</b>
3d person	<b>habeat</b>	<b>habeant</b>

REMARK. Memorize the above forms. The next Exercise will show one of the ways in which they are to be used.

## VOCABULARY

**lutum, -i, n., mud.**                      **columba, -ae, f., dove.**  
**terra, -ae, f., ground, floor.**      **dedi, I gave, I have given.**

## DATIVE CASE. MODEL SENTENCES

**Tum Quintus Claudiae "Ubi est capsula?" inquit, Then said Quintus to Claudia, "Where is the school bag?"**

**Iulia Mārcō mālum dedit, Julia gave an apple to Marcus.**

RULE. *The dative case is used of the person to whom something is said or given. Thus used, the dative is called the Indirect Object of the verb.*

REMARK. The dative of the Indirect Object must be carefully distinguished from the accusative of the Direct Object. Thus, in the second of the model sentences above, **mālum** is the thing directly affected by the verb action (direct object), while **Mārcō** (indirect object) is merely the person *to whom* is given the thing thus directly affected.

## READING LESSON

## I. Translate into English :

*A.* 1. Cūr equī validī, Quinte, saxa in oppidum hodiē vēxērunt? 2. Quīntus et Mārcus puerī bonī sunt; nam ē portā oppidī vēnērunt, et māla et bācās agricolae miserō dedērunt. 3. Ubi crās erunt filiī nautārum pigrōrum? Herī sēdērunt in cymbā, et Quīntī equum album terruērunt. 4. Quid agricolae filia nautae malī filiō dedit?

*B.* 1. "Quid in silvā vidēbitis?" pueris inquit Mārcella. "Lupōs parvōs vidēbimus," inquit Mārcus; "nam agricolae herī iērunt in silvam, et magnōs lupōs occidērunt." 2. Tum Iūlia Mārcō, "Cūr capsam," inquit, "Quīntō nōn dedistī?" "Capsam nōn dedī," inquit Mārcus, "quia Quīntus herī frēgit Claudiāe tabulās, et stilum in lutum iēcīt." 3. "Quid in lūdō hodiē vidistī?" Iūliae dēfessae inquit Mārcella. "Simia in lūdum vēnit," inquit Iūlia, "et in Claudiāe umerō sēdit. Tum ad puellam magister cucurrit. Simia misera timuit et in terram cecidit; nunc in caveā iacet."

## II. Translate into Latin :

*A.* 1. Why did the boys break the poor dolls' table, Marcus? 2. What did you give to the lazy sailor, my boy? 3. Why did the tired teacher send Marcus from school to-day? 4. And so the bad boys brought the little wolf into the tent; there they sat on the doll's chairs and broke the cradle.

*B.* 1. "The dove will sit on the monkey's back, Claudia," said Julia. 2. "Yesterday Quintus threw apples at the dove," remarked Claudia; "then he was punished." 3. "Why did you not go to school to-day?" said Marcella to Quintus. "I fell into the mud," replied Quintus; "but

strong horses carried Marcus to school. He is now sitting there with the boys on the long benches." 4. "Are you going to be lazy to-morrow?" said Julia to Claudia. "I will be a good girl to-morrow," replied Claudia; "where are the books, Julia?"

## EXERCISE XIX

THE SECOND OR  $\bar{E}$ -CONJUGATION**habēō**

## SUBJUNCTIVE MOOD      ACTIVE VOICE

## IMPERFECT TENSE

	SINGULAR	PLURAL
1st person	habērem	habērēmus
2d person	habērēs	habērētis
3d person	habēret	habērent

## VOCABULARY

<b>ancilla</b> , -ae, F., <i>maidservant</i> , <i>maid</i> .	<b>compleō</b> , <i>I fill, I am filling</i> ; perfect tense, <b>complēvi</b> .
<b>spēlunca</b> , -ae, F., <i>cave, den</i> .	<b>ōlim</b> , adverb, <i>once (upon a time)</i> .
<b>ursa</b> , -ae, F., <i>bear</i> .	<b>ut</b> , conjunction, <i>(so as) to,</i> <i>(so) that</i> .

## MODEL SENTENCES

**Iūlia latet, ut Mārcum terreat**, Julia is hiding to frighten Marcus.

**Iūlia latuit, ut Mārcum terreret**, Julia hid to frighten Marcus.

**RULE.** *The purpose for which a thing is done may be expressed by ut and the subjunctive.*



NOTE. In this construction the tense of the subjunctive is determined by the tense of the main verb of the sentence. If the main verb is a present or future, the present subjunctive is used in the purpose clause ; if the main verb is a past, the imperfect subjunctive is used. These points are illustrated in the model sentences above.

REMARK 1. In writing Latin purpose clauses, careful attention must be given to the person and number of the verb. In English we may say "I came *to see*," "you came *to see*," "he came *to see*," "they came *to see*," etc., making no change whatever in the form of the purpose clause ; but if these four sentences should be translated into Latin, each purpose clause of course would be different, namely, *vēni ut vidērem, vēnistī ut vidērēs, vēnit ut vidēret, vēnērunt ut vidērent*. In case of doubt, the proper Latin form can always be found by expanding the English purpose clause : for example, "I came to see" = "I came that *I might see*" ; "you came to see" = "you came that *you might see*" ; etc.

REMARK 2. The subject of the main verb of the sentence and the subject of the verb of the purpose clause of course need not be identical ; e.g. *Agricola ex agrō vēnit, ut Claudia equum vidēret, the farmer came from the field, so that Claudia might see the horse.*

#### READING LESSON

##### I. Translate into English :

A. 1. Puerī bācās magnās vident. Itaque in herbā iacent, ut corbulās compleant. 2. In silvam hodiē iimus, ut ursārum albārum spēluncam vidērēmus. 3. Cūr in agrōs, puer piger, cum miserī agricolae filiis dēfessīs nōn vēnistī? 4. Sub mēnsā sedēbō, ut sīmiam doceam. 5. Mārcus ad oppidum cucurrit, ut Iūlia capsam habēret ; Quintō stilum dedit.

B. 1. "Cūr ursās miserās, agricolae malī, occīdistis?" inquit Iūlia. Tum agricolae Iūliae "Ursās occīdimus,"

inquiunt, "quia pueri et puellae spēluncam timent; nam ōlim ursae ibi puerum parvum occidērunt." 2. "Crās," inquit Mārcus, "sub scālis latēbimus, ut puellās terreāmus." "Ibi herī latui," inquit Quīntus, "ut Claudiam et Iūliam terrērem. Sed cum puellis fuit ancilla; itaque hodiē poenās dedi." 3. "Columbam albam Mārcellae dedisti, Mārce," inquit Iūlia; "cūr nōn sīmiam Claudiae dedit Quīntus?" "Nauta malus herī vēnit in hortum," inquit Mārcus, "et sīmiam miseram occidit."

## II. Translate into Latin:

*A.* 1. The good sailor to-day came from the town to teach the boys and girls. 2. Why did you throw the books of the farmer's daughters into the bears' cage, Quintus? 3. Why did they not fill the large baskets and give the berries to the poor girls? 4. Where will you hide tomorrow to see the bears?

*B.* 1. "Once upon a time," said Marcus, "I gave Quintus a dove and a cage. He killed the dove, and the maid threw the cage into the water." 2. "We ran from the yard to see the strong sailors," said Julia. "Yesterday they brought bears and wolves from the woods into the town." 3. "The girls have come to sit on the stairs, Quintus," said Marcus. "Let's play ball in the fields with the boys." 4. "Where are Quintus and Claudia, Marcus?" asked Julia. "They have gone into the field to hide in the grass," answered Marcus.

## EXERCISE XX

## PERSONAL PRONOUNS

	FIRST PERSON		SECOND PERSON	
	ego, I		tū, you	
	SINGULAR	PLURAL	SINGULAR	PLURAL
Nominative	ego	nōs	tū	vōs
Genitive	meī	nostrum nostri	tui	vestrum vestri
Dative	mihi	nōbīs	tibi	vōbīs
Accusative	mē	nōs	tē	vōs
Ablative	mē	nōbīs	tē	vōbīs

REMARK. When used with the ablative forms of these pronouns, the preposition *cum* follows, and is written as a part of the word; *i.e.*, *mēcum*, *tēcum*; *nōbīscum*, *vōbīscum*. Note how the addition of *-cum* affects the accent of *nōbīs* and *vōbīs*.

## VOCABULARY

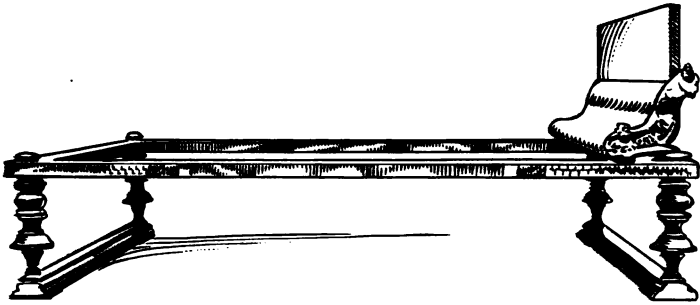
<i>gremium</i> , -ī, N., <i>bosom, lap.</i>	<i>multī</i> , -ae, -a, <i>many.</i>
<i>lectus</i> , -ī, M., <i>bed, couch.</i>	<i>moneō</i> , I <i>warn, I advise;</i>
<i>pecūnia</i> , -ae, F., <i>money.</i>	perfect tense, <i>monui.</i>

## READING LESSON

I. Translate into English:

A. 1. Quid hodiē tibi dedit agricola, Quīnte? Quid vōbīs dedit nauta, puellae? 2. Agricolae mihi pecūniam dedērunt, ut filiōs docērem. 3. Ancilla ursās magnās in agrō vidit; itaque in āream cucurrit, ut in tabernāculō latēret. 4. Puella in lectō sedet, ut sīmiam dēfessam in gremiō teneat.

B. 1. "Pecūniam tibi dedī, Quīnte," inquit Mārcus, "ut sīmiam docērēs. Cūr in lūdum sīmiam tēcum nōn dūxisti?" 2. Tum agricolis bonis Iūlia "Herī," inquit,



LECTUS

The illustration shows the bronze frame of a bed found at Pompeii. Often a *lectus* was provided with a footboard and back, and thus looked very much like an old-fashioned sofa with a pillow at one end.

“bācās multās nōbis dedistis; corbulās complēvimus. Crās māla habēbitis?” 3. “Cūr in ursae spēluncam cucurristī, Mārce?” inquit nauta. “In spēluncam cucurri,” inquit Mārcus, “ut Claudiam monērem.” 4. “Ōlim ē saxīs magnīs in lutum cecidit lupus,” inquit Iūlia. “Tum ē spēluncā vēnit ursā valida, et lupum miserum occīdit.”

## II. Translate into Latin :

A. 1. Then we gave the farmer's daughter sandals and a doll, Julia. What did the farmer give you? 2. Claudia has come with me to warn the sailors. 3. Why did they not give you a strong boat, boys? 4. The doll is sitting on the bench, so that the monkey may lie on the bed. For Marcella is holding the white dove in (her) lap.

B. 1. “Why did the teacher give me the apples, Claudia?” asked Quintus. “He gave you the apples,” replied Claudia, “so that we should sit with you in the shade; for he has sent Julia and Marcus into the fields. Where *are* the apples?” 2. “What did you give the farmer's lazy son yesterday?” said Claudia to Quintus. “We gave the boy money,” replied Quintus. “And so he went with us into the yard to fill the baskets; for there are many berries in the shade.” 3. “I will sit with you, girls,” said Marcus; “but I do not see the books and tablets.”

## EXERCISE XXI

### MODEL SENTENCE

**Mārcus in hortum iit, ego in tabernāculum cucurri,**  
*Marcus went into the garden, I ran into the tent.*

**RULE.** *As subject of a verb, the personal pronouns ego (nōs) and tū (vōs) are in general written only for emphasis or to mark a contrast.*

## VOCABULARY

## POSSESSIVE ADJECTIVES

**meus, -a, -um, my, mine.**      **noster, -tra, -trum, our, ours.**  
**tuus, -a, -um, your, yours** (in      **vester, -tra, -trum, your,**  
speaking to one person).      **yours** (in speaking to more  
than one person).

REMARK. The vocative of the masculine singular of **meus** is **mī**, a form already familiar in the phrase **mī fili**.

NOTE. The genitive of the personal pronouns **ego** and **tū** is not used to tell to whom something belongs, such use of the genitive being rendered unnecessary by the above Possessive Adjectives; e.g., **liber meus, stilus tuus**, etc. (To use the genitive of **ego** and **tū** in such phrases would be as bad as to say in English "the book of me" instead of "my book," etc.)

## READING LESSON

## I. Translate into English:

A. 1. **Ubi sunt, puellae, columbae vestrae?** 2. **Ego tibi librum dedi; tū stilum meum in lutum iecisti.** 3. **Tū equōs et simiās timuisti; nōs multās ursās validās et lupōs magnōs vīdimus.** 4. **Itaque pūpa tua in gremiō simiae nostrae iacet.**

B. 1. "Ancilla dēfessa nōbiscum in agrōs iit," inquit puellae. "Ibi equō tuō, Quīnte, māla dedimus." 2. Tum Mārcō "Ubi est," inquit nauta, "pecūnia nostra?" "Pecūnia in spēluncā herī fuit," inquit Mārcus, "nunc sub lectō meō iacet; nam capsam complēvi." 3. "Cūr nōn cucurristi, Quīnte," inquit Claudia, "ut agricolās miserōs monērēs?" "Nōn cucurri," inquit Quīntus, "quia agricolae pigrī sunt." 4. "Cūr, mī fili, puerōs nōn misisti," inquit agricola, "ut cymbam meam vidērent?" "Misi puerōs," inquit filius; "sed nautae malī Mārcum in aquam iēcērunt, et Quīntus in tabernāculō nostrō latuit."

## II. Translate into Latin :

A. 1. You will sit on the beach to-morrow, girls; *I* shall lie in the shade. 2. I gave my tablet and your pen to Marcus' teacher. 3. And so the tired sailors ran to the white boat; *we* went to school. 4. Why did the farmer go with you into the big store, boys?

B. 1. "What did you see in the towns?" said Marcus to Quintus. "I saw strong gates and long streets," replied Quintus. 2. "Claudia is hiding in your tent, Quintus," said Julia; "we will sit in the yard to warn the boys." 3. "You ran into our tent to-day and threw big stones upon the dolls' bed," said Marcella to Marcus and Quintus. "Yesterday you gave me the dolls, and now you have broken the bed." 4. "We saw the teacher to-day," said Quintus to the girls. "*I* ran to hide in the grass; Marcus fell into the water."

## EXERCISE XXII

THE SECOND OR  $\bar{E}$ -CONJUGATION**habeō**

SUBJUNCTIVE MOOD      ACTIVE VOICE

PLUPERFECT TENSE

	SINGULAR	PLURAL
1st person	habuisse <b>m</b>	habuisse <b>m</b> us
2d person	habuisse <b>s</b>	habuisse <b>s</b> ētis
3d person	habuisse <b>t</b>	habuisse <b>t</b>

REMARK. The pluperfect subjunctive active of verbs of all conjugations is inflected in the same way as **habuisse**m. To find the first person singular of the pluperfect subjunctive active of any verb, simply change the -i of the perfect indicative to -isse**m**; e.g., *cucurri*, *cucurrissem*; *ii*, (*iissem*) *issem*; *vēni*, *vēnissem*; etc.

## VOCABULARY

<b>avia</b> , -ae, F., <i>grandmother</i> .	<b>cum</b> , conjunction, <i>when,</i>
<b>avus</b> , -i, M., <i>grandfather</i> .	<i>while, as, since, etc.</i>
<b>liberī</b> , -ōrum, M., <i>children</i> .	<b>mox</b> , adverb, <i>soon</i> .

## MODEL SENTENCES

**Cum Mārcus lupum terrēret, puellae in cymbam cucurrerunt,** While Marcus frightened the wolf, the girls ran into the boat.

**Agricolae, cum in silvam vēnissent, ursam occidērunt,** When the farmers had come into the woods, they killed a bear.

*RULE. The circumstances under which a thing took place may be described by the use of the imperfect or pluperfect subjunctive, introduced by the conjunction cum.*

*NOTE.* The imperfect subjunctive in this construction describes action going on at the same time as the action of the main verb of the sentence, whereas the pluperfect refers to an antecedent action. See the model sentences above.

*REMARK.* In the second of the models, note that **Agricolae**, the logical subject of both clauses, is given first position in the sentence. This is the normal Latin arrangement, but it should not be copied in the English translation.

## READING LESSON

## I. Translate into English:

*A.* 1. **Cum puerī ē lūdō vēnissent, Claudia ex āreā cucurrit, ut mēcum sub scālis latēret.** 2. **Mārcī avia pecūniam mihi et Quīntō dedit; itaque puerī bonī erimus.** 3. **Liberī, cum in oppidum issent, Claudiae avum et aviam in viā vidērunt.** 4. **Mārcella in aviae gremiō est, Quīnte. Cūr nōn in cūnīs iacet puella?**



*B.* 1. "Cum in lūdō sedērem," inquit Iūlia, "librī ē capsā meā in terram cecidērunt." "Poenās tum dedisti?" inquit Claudia. 2. "Ubi est nauta malus?" inquit Quintus. "Nauta herī agricolam miserum occidit," inquit Mārcus. "Tum in silvam cucurrit, et nunc in spēluncā latet." 3. "Cūr filiae agricolārum Mārcum dēfessum in silvam misērunt?" inquit Iūlia. "Mārcum misērunt," inquit Quintus, "ut nautam monēret; nam ursae multae in spēluncīs sunt." 4. Quintus, cum in hortum ex agris vēnisset, Mārcō "Ubi sunt corbulae nostrae?" inquit. "Meās corbulās agricolīs bonīs dedi," inquit Mārcus; "sed tuae in aērā sunt."

## II. Translate into Latin:

*A.* 1. When Marcus came from the store, he went into the fields. Soon he will be upon the back of your strong horse, Quintus. 2. I threw a stone; but *you* broke the bench. 3. While Julia was teaching the girls, the boys went to see the horses. 4. I will frighten the monkey, so that the boys may fill the cage; for there are many stones in the sand.

*B.* 1. "Why did the maid come with you from the boat, Claudia?" asked Julia. "My grandmother sent the maid with us," replied Claudia, "because there are many wolves in the woods. While we were sitting there in the shade, I saw a white bear." 2. "What did you see in the forest to-day, my daughter?" said the farmer. "When we came out of the town," replied the girl, "we saw a little wolf. Marcus threw a stone at the wolf, Quintus ran into a cave, and I hid in the grass." 3. "Where are your school bags, girls?" asked Marcella. "Our school bags are (out) in the field," answered the tired girls; "but we have your books."

## EXERCISE XXIII

## VOCABULARY

<b>ūva</b> , -ae, F., <i>grape</i> .	<b>vulpēcula</b> , -ae, F., <i>little fox</i> .
<b>per</b> , preposition, used with the accusative case, <i>through, by way of</i> , etc.	<b>invēni</b> , <i>I found, I have found; I discovered, I have discovered</i> .

## READING LESSON

I. Translate into English :

*A.* 1. In āreā vestrā vulpēculās multās herī invēnimus.  
 2. Mārcus vulpēculam dēfessam in caveam dūxit; nōs in agrum cucurrimus. 3. Līberī, cum per silvam vēnissent, in oppidum nōbiscum iērunt, ut lūdum nostrum vidērent.  
 4. In viā sedeō, ut agricolās moneam; nam lupus validus in hortō latet. 5. Avus et avia mea cum ancillis ex oppidō herī vēnērunt. Mox in hortō erunt, ut bācās et ūvās et māla magna videant.

*B.* 1. "Cūr per silvam īstī, filia mea?" inquit agricola. "Per silvam īi," inquit filia, "quia puella magna sum; vulpēculās nōn timeō." 2. "Quid in capsā tuā invēnit Mārcus?" inquit Iūlia. "Librōs et stilum invēnit," inquit Claudia; "nam tabulae meae in tabernāculō sunt." 3. "Lectus puerī pigri sub scālīs est," inquit Mārcus. "Magister mē misit, ut lectum vidērem." 4. "Cūr tibi, Mārce, pecūniam dedērunt agricolae?" inquit Quīntus. "Pecūniam mihi dedērunt," inquit Mārcus, "quia piger nōn sum. Herī tē in agrōs misērunt, sed tū equōs ad aquam nōn dūxisti."

II. Translate into Latin :

*A.* 1. Once a little fox came into our garden to see the grapes. 2. As Marcus was lying in the grass, he threw

a stone at a little girl. 3. The stones fell upon my grandfather's basket, and broke the white doves' cage. 4. When you had come into the woods, what did you find, my son? 5. I saw a powerful wolf, and Quintus found a tired sailor in the shade.

*B.* 1. "The teacher has sent us from school," said Claudia to Marcella. "The boys will soon be in the fields," replied Marcella; "then we will sit in the boat and see the shells in the water." 2. "The little fox was afraid of the wolf," said Julia. "But the bear frightened the wolf; and so the little fox has now gone into the cave to lie in the shade." 3. "I warned you to-day, boys," said the teacher, "but you have not given me the apples and berries." "We threw the berries into the mud," replied Marcus, "and the apples are in the water." 4. "Where are the doves?" asked Marcella. "My dove is on the shoulder of the farmer's daughter," replied Julia; "the sailor's bad son has killed yours."

## EXERCISE XXIV

## IRREGULAR VERB

**sum**

## IMPERFECT TENSE      SUBJUNCTIVE MOOD

	SINGULAR	PLURAL
1st person	<b>essem</b>	<b>essēmus</b>
2d person	<b>essēs</b>	<b>essētis</b>
3d person	<b>esset</b>	<b>essent</b>

NOTE. The pluperfect subjunctive of this verb is **fuissem**. See the Remark on **habuissem** in Exercise XXII.

## VOCABULARY

lūna, -ae, F., *moon*.caelum, -i, N., *sky*.stella, -ae, F., *star*.-que, conjunction, *and*.

REMARK. The conjunction **-que** follows the word to which it belongs, and is written as part of that same word; *e.g.*, **puer puellāque**, "the boy and girl." Note how the addition of **-que** influences the accent of the word to which it is joined, and compare the effect of **-cum** in the combinations **nōbiscum** and **vōbiscum** (Exercise XX).

## READING LESSON

## I. Translate into English :

A. 1. Quid in caelō, Mārce, tū vidēs? Ego lūnam stellāsque videō. 2. Quintus, cum in cymbā meā ēset, saxa in aquam iēcit. 3. Agricolae vōbīs, puerī, pecūniam dedērunt, ut equōs in viā tenērētis. 4. Vulpēcula tua, Iūlia, heri in āreā ūvās multās invēnit. Hodiē bācās habēbit; nam corbulam complēvi.

B. 1. Tum Mārcō "Nauta validus," inquit Quintus, "mē in cymbam mīsīt simiamque meam in harēnā terruit." 2. "Claudia, cum ex hortō mēcum vēnisset," inquit Iūlia, "bācās mālaque Mārci simiae dedit." 3. "Ubi est pūpārum lectus, puellae?" inquit Mārcella. "Lectus in tabernāculō est," inquit puellae; "itaque ibi cum pūpis sedēbimus." 4. "Ōlīm," inquit nauta piger, "cum lūna in caelō esset, ursa ē spēluncā vēnit et vulpēculam miseram occidit."

## II. Translate into Latin :

A. 1. When your grandfather, boys, had given us books and school bags, he sent us to school. 2. The gate of the town is small, Quintus. 3. What did the powerful horses carry through the fields into the town? 4. My

grandmother and the maid will sit with you, Julia. *I shall be in the boat; for I am tired.*

*B.* 1. "When Julia was holding the dove in (her) lap," said Claudia, "a big wolf came into the yard." 2. Then said the farmer's daughter to Marcella, "Why did Marcus break my chair and bench?" "He broke the bench," replied Marcella, "because you killed our dove yesterday. But he is not a bad boy; he did not break your chair." 3. "Why are you sitting in the yard, Marcus?" said Quintus; "to see little foxes? The little foxes are now in the woods; but soon many will be in the fields."

## EXERCISE XXV

### THE SECOND OR $\bar{E}$ -CONJUGATION

#### habeō

	INDICATIVE MOOD    ACTIVE VOICE	
	PLUPERFECT TENSE	
	SINGULAR	PLURAL
1st person	habueram	habuerāmus
2d person	habuerās	habuerātis
3d person	habuerat	habuerant

REMARK. The pluperfect indicative active of verbs of all conjugations is inflected in the same way as **habueram**. To find the first person singular of the pluperfect indicative active of any verb, simply change the -i of the perfect indicative to **-eram**; e.g., **cucurrī, cucurreram**; **ii, ieram**; **vēni, vēneram**; etc.

NOTE. The pluperfect tense is used in referring to a past event which preceded another past event; e.g., **Mārcus mox in hortum vēnit; sed Quintus in agrōs ierat**, *Marcus soon came into the garden; but Quintus had gone into the fields.*

## VOCABULARY

<b>latebrae, -ārum, F.,</b> <i>hiding place.</i>	<b>celeriter,</b> adverb, <i>swiftly, quickly.</i>
<b>ērūpi,</b> <i>I rushed (out), I burst forth, etc.</i>	<b>diū,</b> adverb, <i>for a long time, long, etc.</i>

## READING LESSON

## I. Translate into English :

*A.* 1. Cum puellae dēfessae diū in tabernāculō fuissent, Mārcus in āream vēnit pūpāsque in aquam iēcit. 2. Agricola in oppidum mēcum ierat; itaque Quīntus nōs in agrīs nōn invēnit. 3. In lūdō poenās dedī, quia magistrī stilum frēgeram. 4. Tum ē latebrīs ērūpit Quīntus; sed ego diū in herbā latuī.

*B.* 1. "Diū ursas nōn invēnimus," inquit agricola. "Tum multae ērūpērunt ē spēluncā magnā, nautāsque validōs terruērunt; et equus meus, cum ursās vīdisset, ē silvā cucurrit mēque per agrōs celeriter vēxit." 2. "Quid Mārcō dedisti, mī fili?" inquit nauta piger. "Mārcō vulpēculam malam dedī," inquit filius; "sed mihi Mārcus pecūniam dederat." 3. "Lūna est stella magna," inquit Claudia. "In caelō lūna est," inquit Quīntus; "sed nōn est stella." 4. "Mārcus, cum per āream in hortum cucurrisset," inquit Mārcella, "nōs in cymbam cum Claudiā mīsit, quia in agrō lupum magnum vīderat."

## II. Translate into Latin :

*A.* 1. Your grandmother gave grapes to the children, Quintus. Why did she not give me berries? The farmer had filled the baskets. 2. The tired monkey is hiding in the dolls' bed; he is afraid of the wolf and bear. 3. Then the maid brought us into the fields. There the bears had killed your little fox, boys; for we found the tail. 4. You

have frightened the teacher, Marcus; and so I will teach the children to-day.

*B.* 1. "My apples fell out of the basket into the mud," said Julia. "Then, when the bad boys had come from school, they threw the apples at our poor doves." 2. "To-day, when I was sitting in the woods," said Quintus to Julia, "I saw a bear. And so I ran quickly to warn Marcus; but he had rushed out of the cave and gone into the sailors' boat." 3. Then said Claudia, "When the sailors had sat for a long time in the sand, they came into the field and sent us into the yard." 4. "When the monkey fell to the ground," said Quintus, "he ran quickly into the cage, and sat there a long time. Now he is afraid of your little foxes, boys."

## EXERCISE XXVI

### VOCABULARY

**sagitta, -ae, F.,** *arrow.*

**interim,** adverb, *meanwhile,*  
*in the meantime.*

### READING LESSON

I. Translate into English:

*A.* 1. In mēnsā sedēbit Quintus, ut in subselliō Iūlia sedeat. 2. Mārcus, cum in silvā esset, lūnam stellāsque multās in caelō vidit. 3. Mox lupī ē spēluncīs ērūpērunt; sed interim agricolae validī in silvam cum sagittīs ierant. 4. Nauta cum puellis filium ad lūdum miserat, ut filius puer bonus esset.

*B.* 1. Tum Mārcō "Tibi tabulam meam dedi," inquit Claudia; "cūr tū Mārcellae capsam nōn dedisti?" 2. "Puerī malī saxa herī in caveam iēcērunt," inquit Claudia; "sed simia nostra in tabernāculum cucurrerat.

Ibi diū sub lectō latuit." 3. "Hodiē agricolae, cum in silvam celeriter vēnissent," inquit Mārcus, "ursam albam lupumque magnum occidērunt." 4. "Quid in silvā vidistis, Mārce?" inquirunt puellae. "Cum ex agris in silvam vēnissēmus," inquit Mārcus, "Quīntus ursās timuit, sed ego ad spēluncam iī. Ibi sīmiae vestrae caudam vīdī, puellae." 5. "Cum Quīntus corbulam agricolae dedisset," inquit Iūlia, "celeriter in hortum cucurrimus."

## II. Translate into Latin :

*A.* 1. I shall sit in the shade with you, my boy. 2. They have sent you, Quintus, to hold my monkey in your lap. 3. When the farmers were in the fields, a bad wolf went into the garden ; but he did not find the little fox. 4. The wolf killed a monkey, but the little fox had hidden in the grass. 5. And so the farmer's sons threw the apples into the large baskets.

*B.* 1. "You will soon see the girls, Claudia," said Quintus ; "in the meantime they will be in the boat with me." 2. "When the boys had thrown stones for a long time into the garden," said Julia, "they ran swiftly into the woods to hide in the cave." 3. "Once," said Marcus, "Julia had brought your little fox to school, Quintus. But the sailor's lazy son threw books and tablets at the girl and little fox." 4. "Meanwhile the bears had killed a farmer's horse," remarked the girl. "I saw the poor horse," said the sturdy sailor. "To-day I shall sit in the woods to frighten the bears ; for I have arrows." 5. "Where were you, boys?" asked Marcella. "Had you gone to the cage to see the white doves?"



## EXERCISE XXVII

## MODEL SENTENCE

**Mārcus sagittā columbam occidit**, Marcus killed the dove with an arrow.

*RULE. The ablative without a preposition is used to tell the means by which anything is done. This use is known as the Ablative of Means.*

*REMARK.* Quite frequently, as in the above example, the Ablative of Means is conveniently rendered by "with." This "with" must not be confused with the "with" meaning "in company with," which, as previously shown, is represented in Latin by **cum** (and the ablative case). This latter construction is called the Ablative of Accompaniment.

## VOCABULARY

**pulcher, -chra, -chrum, beau-** **ēmi**, *I bought, I have bought. tiful, pretty, etc.*

## READING LESSON

## I. Translate into English :

*A.* 1. Itaque tuārum pūpārum cūnās harēnā puerī parvī complēvērunt, Iūlia. 2. Agricola, cum in oppidum cum filiā pulchrā vēnisset, ibi bācās mālaque multa ēmit. 3. Nam agricolae dēfessi interim in silvam mēcum ierant, ut in umbrā iacērent. 4. Cūr, Quīnte, sīmiam meam saxō occidistī?

*B.* 1. "Cūr in tabernam iit Quīntus, Claudia?" inquit Iūlia. "Quīntus herī capsam pulchram in tabernā vidit," inquit Claudia; "hodiē pecūniam habet." 2. "Corbulās

mālis complēvimus," inquit puellae, "quia agricolārum filiae nōbīs bācās dederant." 3. "Cūr sub scālis latet Mārcus piger?" inquit Mārcella. "Quia puer est malus," inquit Claudia; "nām cum equōs in agrōs dūxisset, celeteriter in hortum cucurrit, ut ūvās vidēret, ibique columbārum caveam lutō complēvit." 4. "Avus meus," inquit Iūlia, "cum in silvam vēnisset, lupōrum spēluncam invēnit, lupumque validum sagittis occidit."

## II. Translate into Latin:

*A.* 1. Meanwhile we had gone into the fields with the farmers to frighten the horses with stones. 2. And so, when the pretty maid had sat for a long time in the shade with the sturdy sailor, she ran through the yard to fill the children's school bags with tablets and books. 3. For your grandmother has sent the farmer's big daughter, so that you would be good boys.

*B.* 1. "Soon many boys came with stones," said Julia, "and broke the dolls' pretty table." "Why did you not send me into the yard to frighten the bad children?" asked Quintus. 2. "Where did you find your sandals, girls?" said Claudia. "When we came into the yard and were sitting in the tent," replied Julia, "we saw Marcella's sandals in the grass; Marcus had thrown mine into the water." 3. "Quintus will hold the dove," said Marcus; "meanwhile we will warn the farmer, and scare the little foxes." 4. "The monkey's hiding place is under the stairs," said Marcus. "Yesterday he lay there a long time. But to-morrow the bad boys will be at school, and the monkey will then sit in the cage."

## EXERCISE XXVIII

## PERSONAL PRONOUN

## THIRD PERSON

is, ea, id ; *he, she, it*

	SINGULAR			PLURAL		
	<i>Masc.</i>	<i>Fem.</i>	<i>Neut.</i>	<i>Masc.</i>	<i>Fem.</i>	<i>Neut.</i>
Nom.	is	ea	id	eī, ii, i	eae	ea
Gen.	eius	eius	eius	eōrum	eārum	eōrum
Dat.	eī	eī	eī	eīs, iīs, is	eīs, iīs, is	eīs, iīs, is
Acc.	eum	eam	id	eōs	eās	ea
Abl.	eō	eā	eō	eīs, iīs, is	eīs, iīs, is	eīs, iīs, is

REMARK. It must be remembered that the names of *things* in Latin may be either masculine, feminine, or neuter. Hence English "it" is variously represented in Latin. For example, in referring to a book (*liber*), "it" must be rendered by *is* ; but in speaking of a table (*mēnsa*), *ea* should be used ; and *id* would be the proper form when speaking of an apple (*mālum*).

NOTE. Like the other personal pronouns (*ego* and *tū*), the pronoun of the third person is in general written as subject of a verb only for clearness or emphasis, or to mark a contrast ; e.g., *Ego et Mārcus pigri sumus* ; *ego in tabernāculō iaceō, is in herbā sedet*, *Marcus and I are lazy* ; *I am lying in the tent, he is sitting in the grass*.

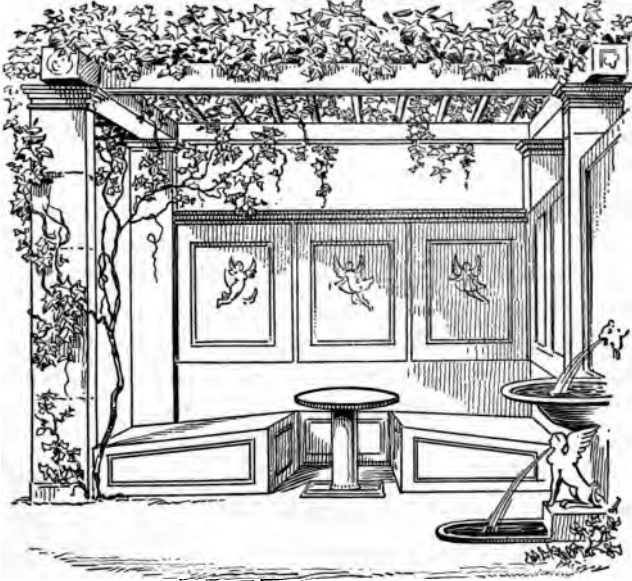
## VOCABULARY

<i>cēna</i> , -ae, F., <i>dinner</i> .	<i>coquus</i> , -i, M., <i>cook</i> .
<i>culina</i> , -ae, F., <i>kitchen</i> .	<i>obēsus</i> , -a, -um, <i>stout, fat</i> .
<i>patera</i> , -ae, F., <i>dish, plate</i> .	<i>ēdī</i> , <i>I ate, I have eaten</i> .

## READING LESSON

I. Translate into English :

- A. 1. Ubi est coquus? Cūr eī paterās nōn dedistis?
2. Cum in cymbā cum puellis essēmus, lupum validum



AN OUTDOOR DINING ROOM

This corner of the courtyard of a house in Pompeii is restored in the illustration to something like its appearance before the eruption of Vesuvius in 79 B.C. In the center is a round stone table (*mēnsa*), on three sides of which are sloping couches of masonry. On occasion these couches were covered with cushions, and here guests would recline to partake of a feast (*cēna*), each man helping himself to the good things which the slaves placed on the table in the center. The pillars supporting the roof of the arbor were built of brick.

in harēnā vidimus. Itaque eum sagittā nauta occīdit.  
 3. Ego et Mārcus in silvam vēnerāmus; tum, cum diū in umbrā sēdissēmus, ego in hortum iī, is ad tabernam.  
 4. Coquus obēsus per culīnam cucurrit, pateramque magnam in sīmiam malam iēcī, quia ea liberōrum cēnam ēderat.

*B.* 1. Tum Quīntō “Ubi est patera mea?” inquit Mārcus. “Eam sub mēnsā videō,” inquit Quīntus.  
 2. “Cūr sub pūpārum lectō latet vulpēcula, Quīnte?” inquit Clāudia. “Vulpēcula, cum in āream vēnisset,” inquit Quīntus, “Iūliae columbās pulchrās vidit, eāsque terruit; itaque nunc Iūliam timet.” 3. “Avī equis dēfessīs, cum ex agrīs heri īssent,” inquit Mārcus, “māla multa dedī; crās herbā corbulam meam complēbō.” 4. “Coquus bācās ūvāsque ēmerat,” inquit Mārcella; “sed, cum is in culinā sedēret, puerī malī bācās ūvāsque iēcērunt in aquam, corbulāsque lutō complēvērunt.”

## II. Translate into Latin :

*A.* 1. The farmers' dinner is on the horse's back; their plates are in the basket. 2. While the tired cook was lying on the sailor's bed, a little white fox came into his kitchen and ate the grapes. 3. Marcus went into the yard to see the beautiful moon and stars in the sky. He did not see them, for he fell into the mud. 4. Why did your grandmother and the stout maid go to town, Julia? 5. Why did the sailor come quickly from the gate of the town?

*B.* 1. “A poor boy came from the woods yesterday,” said Julia, “to fill (his) baskets with berries. We gave him apples and grapes.” 2. “What did the sailor give you, Marcus?” asked Julia. “When the wolves rushed forth from (their) hiding place,” said Marcus, “the sailor gave

me arrows, and with them I killed a bear and a wolf.”  
 3. “While I was hiding in the shade to frighten a little fox,” said Claudia, “my school bag fell to the ground. Now I do not see it.” 4. “The teacher sent the lazy cook to the store,” said Marcella; “and while he was sitting there on a bench, Marcus ran into the kitchen with Quintus. There the bad boys ate the teacher’s dinner and broke his plates.”

## EXERCISE XXIX

THE SECOND OR  $\bar{E}$ -CONJUGATION**habeō**

## INDICATIVE MOOD ACTIVE VOICE

## IMPERFECT TENSE

	SINGULAR	PLURAL
1st person	hab <b>ē</b> bam	hab <b>ē</b> bāmus
2d person	hab <b>ē</b> bās	hab <b>ē</b> bātis
3d person	hab <b>ē</b> bat	hab <b>ē</b> bant

Conjugate in the same way the imperfect indicative active of **compleō**, **doceō**, **iaceō**, **lateō**, **moneō**, etc.

NOTE. The imperfect tense is used to describe something as *going on* at a definite point or period in past time; e.g., **Mārcus in āream vēnit**; **ego tum in tabernāculō sedēbam**, *Marcus came into the yard*; *I then WAS SITTING in the tent.*

REMARK. In the above example, note carefully how the use of **vēnit** differs from that of **sedēbam**. Thus the perfect **vēnit** simply states that something *happened*, whereas the imperfect **sedēbam** tells what *was happening* at that very same time (compare the use of the imperfect subjunctive in clauses introduced by **cum**, Exercise XXII). This peculiar force of the imperfect tense cannot be too firmly fixed in the mind.

Compare the meanings of the following tenses :

Present	<b>sedeō</b>	<i>I sit, I am sitting.</i>
Imperfect	<b>sedēbam</b>	<i>I was sitting.</i>
Perfect	<b>sēdī</b>	<i>I sat, (I have sat) I have been sitting.</i>

In the same way, give the meaning of each of these tenses of **compleō**, **doceō**, **iaceō**, **lateō**, **moneō**, **teneō**, **terreō**, **timeō**, **videō**.

REMARK. For the imperfect of **habeō**, the exact translation "I was having" is often hardly good English. But though we are generally thus forced to render **habēbam** by "I had," we may still *feel* the difference of meaning between it and the perfect **habuī**.

#### VOCABULARY

<b>pōculum</b> , -ī, N., <i>cup.</i>	<b>ēbrius</b> , -a, -um, <i>intoxicated,</i>
<b>vīnum</b> , -ī, N., <i>wine.</i>	<i>drunken.</i>

#### READING LESSON

I. Translate into English :

*A.* 1. Itaque herī nauta in culinā cum agricolā dēfessō sedēbat. 2. Coquus, cum in culinam vēnisset pōculaque magistrī aquā complēvisset, nautae obēsō et agricolae pigrō vīnum dedit. Hodiē in viā ēbrii iacēbunt nauta et agricola. Ibi eōs puerī puellaeque vidēbunt.

*B.* 1. Tum Claudiae "Cūr sīmia tua in caveam cucurrit?" inquit Iūlia. "Nauta ēbrius per āream iit," inquit Claudia, "eamque terruit; nam in tabernā vīnum ēmerat." 2. "Cum in culinā essēmus," inquit coquus, "vulpēculam pulchram in āreā vidimus." "Cūr eam nōn occidistis?" inquit nauta. "Cucurrimus in āream," inquit coquus; "sed interim ex agris agricola cum validis filiis vēnerat. Is sagittā vulpēculam occīdit." 3. "In herbā coquī pa-

terās multās invēnimus,” inquit Mārcus; “sīmia eās saxō frēgerat.”

II. Translate into Latin :

*A.* 1. I was hiding under the table. There my grandmother found me; for she had filled my school bag with many grapes. 2. And so, when the intoxicated farmer came out of the store, he ran swiftly into the fields. 3. Meanwhile the sailor's strong monkey had broken the farmer's cups and thrown his wine into the water. 4. What did the girls see in the street, my son?

*B.* 1. “When Marcus and I came to the gate,” said Julia, “we sent Quintus into the town to warn the good farmer; for a wolf had come from the woods and was frightening the horses.” 2. “Quintus and Claudia were teaching the monkeys,” said Marcus; “she was sitting on the doll's table, he was lying in the grass.” 3. “The boys have filled the cups with water,” said the fat cook to the girls; “soon the dinner will be on the table.”

EXERCISE XXX

IRREGULAR VERB

**sum**

IMPERFECT TENSE      INDICATIVE MOOD

	SINGULAR	PLURAL
1st person	<b>eram</b>	<b>erāmus</b>
2d person	<b>erās</b>	<b>erātis</b>
3d person	<b>erat</b>	<b>erant</b>

REMARK. English quite lacks a special and exact rendering for the imperfect of this verb, both **fui** and **eram** being translated by “I was.”



## VOCABULARY

<b>corvus, -i, m., raven.</b>	<b>ripa, -ae, f., bank (of a stream).</b>
<b>domum cucurri, I ran home, I have run home.</b>	<b>rivus, -i, m., stream.</b>

REMARK. The form **domum** may thus be used with any verb of going or sending: e.g., **domum vēnit, he came home; domum Quintum misi, I sent Quintus home; etc.**

## READING LESSON

## I. Translate into English:

*A.* 1. Cum ad rivum vēnissēmus, liberī saxa multa in aquam iēcērunt; sed mox in herbā cum ancillā sedēbant. 2. Ē lūdō domum celeriter cucurrimus; nam Mārcus et Quintus tum in cymbā erant. 3. Iūlia columbās in gremiō diū tenuit; corvus interim in umerō nautae validi sedēbat. 4. Puerī puellaeque per oppidi portam cucurrerant, ut agricolārum obēsōrum pōcula vinō complērent.

*B.* 1. "Interim ego et Claudia," inquit Iūlia, "coqui soleās invēnerāmus in culinā eīque dederāmus." "Ubi est eius pecūnia?" inquit Mārcella. 2. "Lupus," inquit agricola, "cum ē spēluncā ērūpisset, ad ripam celeriter cucurrit. Ibi latēbat ursā magna. Ea, cum lupum vidisset, ē latebris ērūpit, eumque occidit." 3. "Equī nostri liberōs ex oppidō in silvam vēxerant," inquit Claudia. "Tum per agrōs vēnit Quintus. Mox ancilla eum Mārcumque ad rivum misit, quia pōcula habēbant. Nōs interim in herbā iacēbāmus."

## II. Translate into Latin:

*A.* 1. And so we had gone into the garden and were filling your baskets, Claudia, with beautiful flowers. 2. When the tired farmer had sent (his) sons into the

town, he sat long on the bank of a small stream. There he saw a raven and killed it with a stone. 3. We are hiding with a fat boy to frighten the teacher. Why is Marcus hiding with you, girls?

B. 1. "Once we found a little fox on the bank of the stream and threw it into the water," said the sailors to Marcus. "Why did you not give it to me?" asked Quintus. 2. "We saw a drunken sailor in the shade," said Julia; "I ran home, but the boys brought little wolves from the woods so as to frighten him." 3. "When the cook had gone to the stream," said Quintus, "I came into the kitchen. A raven was hiding there under the table, and I threw a plate at him." 4. "Marcella was a good girl to-day," said Claudia; "for she gave the little boys pens because they had found her school bag."

## EXERCISE XXXI

THE SECOND OR  $\bar{E}$ -CONJUGATION**habeō**

PRESENT INFINITIVE      ACTIVE VOICE

**habēre, to have**

NOTE. All verbs of the second conjugation form the present infinitive active in this same way.

## VOCABULARY

<b>coepi, I began, I have begun.</b>	<b>potui, I could; I was able,</b>
<b>mālui, I preferred, I have preferred.</b>	<b>I have been able.</b>
<b>nōlui, I refused; I did not want; I was unwilling, I have been unwilling.</b>	<b>volui, I wanted, I have wanted; I was willing, I have been willing.</b>

NOTE. Each of the above verbs may govern the present infinitive; e.g., *timēre coepī, I began to be afraid; māluistī sedēre, you preferred to sit; Mārcus voluit equōs vidēre, Marcus wanted to see the horses.*

READING LESSON

I. Translate into English:

A. 1. In silvā lupus validus nōs terruit; itaque ego domum cucurri, sed Mārcus dēfessus in agris latēre māluit. 2. Claudia corvum miserum in gremiō tenēre nōluerat, et cum pūpīs in umbrā iacēbat. 3. In agrō erat rīvus pulcher; nam in ripā erant bācae et rosae multae. 4. Ubi fuit heri pōculum nostrum, Quinte? Nam puellae, cum in āream vēnissent, id voluērunt aquā complēre, sed nōn invēnērunt.

B. 1. "Ubi est Quintus, puellae?" inquit Mārcella; "nam nautae pigri equus albus in hortō nostrō est. Ego eum terrēre nōn potui." 2. "Coquus ēbrius, cum in oppidō vinum ēmisset," inquit Mārcus, "nautae dēfessi pōculum complēre nōluit. Itaque is pōculum iēcit in corbulam coqui miserī, eiusque paterās frēgit." 3. Tum Quintō "Cum in culinā essēmus," inquit puer parvus, "vulpēcula ex agris in āream vēnit, et Iūliae columbās terrēre coepit. Nōs ē culinā ērūpimus; sed vulpēcula celeriter in hortum cucurrit, ut in herbā latēret. Interim avus meus cum sagittis in hortum vēnerat; itaque ibi vulpēcula mala poenās dedit."

II. Translate into Latin:

A. 1. Julia's grandmother sent Marcus to see the teacher's boat. *We* preferred to fill our baskets with apples in the garden. 2. You refused to sit with me on the bench. 3. When your monkeys had thrown many grapes and berries into the water, boys, they ran home and

hid in the tent. 4. Then the farmer began to warn the sailor's pretty daughter; for she had refused to teach the poor children.

*B.* 1. "What did you want to see in the woods yesterday?" said Julia to Marcella. "I wanted to see a bear," replied Marcella. "And so the boys hid in a cave; but they could not frighten me." 2. "Where were the cups and plates?" asked the girls. "The cups were on the bank of the stream," replied Quintus, "and the plates were in the grass with your baskets." 3. "When we had come home through the fields," said Marcus, "Quintus began to fill the girls' school bags with water, and I threw mud into the dolls' cradle. Then my grandfather sent the stout maid to warn us; and so we ran quickly into the woods."

## EXERCISE XXXII

## IRREGULAR VERB

**sum**

	PRESENT TENSE	SUBJUNCTIVE MOOD	
		SINGULAR	PLURAL
1st person		<b>sim</b>	<b>simus</b>
2d person		<b>sis</b>	<b>sitis</b>
3d person		<b>sit</b>	<b>sint</b>

## VOCABULARY

**laetus, -a, -um,** *pleased, happy.*    **rapui,** *I seized, I have seized;*  
**tutus, -a, -um,** *safe.*                    *I stole, I have stolen, etc.*

## READING LESSON

I. Translate into English:

*A.* 1. Magister capsas mālīs magnīs complet, ut puellae bonae laetae sint. 2. Agricola filii validi ad lūdum cum

Quintō vēnerant; sed eōs docēre magister nōluit. 3. Mārcus, cum nautae obēsī cymbam pulchram vidisset, celeriter domum cucurrit; ego in harēnā sedēre māluī, ut corbulam meam conchis complērem. 4. Iūlia simiam tenet, ut columba tūta sit. Ea nunc in Claudiae gremiō latet.

*B.* 1. "Coquus, cum in ripā corvum parvum invēnisset," inquit Claudia, "per agrōs domum iit, corvumque mihi dedit." 2. "Herī cum pueris per silvam ad rīvum ii," inquit Mārcus. "Ibi cum in aquā essēmus, vulpēcula mala ē spēluncā vēnit cēnamque ēdit nostram." 3. "Ubi sunt pōcula?" coquō inquit agricola. "Nautae simia hodiē pōcula multa et vīnum rapuit," inquit coquus; "itaque nautam ebrium mox vidēbimus."

## II. Translate into Latin:

*A.* 1. The horses ran through the garden, and are now in the yard. 2. The girls are sitting with us in the tent, so that the dolls may be safe. 3. Your grandmother, Julia, sent the fat boy to the store; meanwhile I began to fill his school bag with sand. 4. And so when we had killed the wolf, we went into the cave. There we found a bear, but could not frighten her with our arrows.

*B.* 1. "Yesterday, boys, while your tired grandfather was lying in the garden in the shade," said Julia, "he saw a wolf and wanted to kill it, because his horses were not safe. But the wolf ran quickly through the fields, and to-day is hiding in the woods." 2. "I am sitting in the yard, my son," said the sailor, "so that you will be a good boy. Yesterday you were lazy; you did not lead the horse to the stream." 3. "The grapes fell from the poor boys' baskets into the water," said Marcella, "and now they are afraid of the farmer. We will fill their baskets with many apples and berries." 4. "The sailor's

son was happy to-day," said Quintus; "for Marcus had given him an arrow. But to-morrow I shall hide in the woods and frighten him."

## EXERCISE XXXIII

THE SECOND OR  $\bar{E}$ -CONJUGATION**habeō**

## ACTIVE VOICE

	INDICATIVE MOOD		SUBJUNCTIVE MOOD	
	FUTURE PERFECT TENSE		PERFECT TENSE	
	SINGULAR	PLURAL	SINGULAR	PLURAL
1st person	habuerō	habuerimus	habuerim	habuerimus
2d person	habueris	habueritis	habueris	habueritis
3d person	habuerit	habuerint	habuerit	habuerint

REMARK 1. As an aid to the memory, note that the last syllables of the future perfect indicative forms spell out the future of the verb **sum**, excepting in the third person plural; and that the perfect subjunctive is the same as the future perfect indicative, with the exception of the first person singular and the fact that the **i** is long in three forms.

REMARK 2. The future perfect indicative and the perfect subjunctive of verbs of all conjugations are inflected in the same way as **habuerō** and **habuerim**. To find the first person singular for any verb, change the **-i** of the perfect indicative to **-erō** and **-erim**; e.g., **cucurrī, cucurrerō, cucurrerim**; **ii, ierō, ierim**; **vēni, vēnerō, vēnerim**; **fuī, fuerō, fuerim**; etc.

REMARK 3. The future perfect tense refers to a future event completed before another future event; e.g., **Mārcus mox in cymbā erit**; **ego interim ex agris vēnerō, Marcus will soon be in the boat; meanwhile I shall have come from the fields.** The perfect subjunctive is used mostly in dependent clauses, in ways to be explained elsewhere.

## VOCABULARY

**gallina**, -ae, F., *hen, chicken.*    **ōvum**, -i, N., *egg.*  
**nīdus**, -i, M., *nest.*                    **fūrtim**, adverb, *stealthily.*

## READING LESSON

## I. Translate into English :

A. 1. Mārcī sīmia hodiē columbārum nīdum invēnit, ōvaque multa frēgit. 2. Vulpēcula, cum fūrtim in āream isset, Quintī gallinās rapuit; interim Mārcī gallīna alba in caveā tūta erat. 3. Lūnam stellāsque vidēre voluī, sed Mārcus mēcum in hortō sedēre nōluit. 4. Ex agrīs vēnī, ut coquum ēbrium vidērem. Eum nōn vīdī, sed in āreā agricolae filiōs obēsōs invēnī; coquī paterās ē culinā rapuerant.

B. 1. "Ursam videō," inquit Quīntus. "Ubi latēbis, Claudia, ut tūta sis?" "Herī in tabernāculō latuī," inquit Claudia. "Ibi lupus mē vidēre nōn potuit." 2. "Crās laeta erō," inquit Mārcella; "in silvā tum sedēbimus, et in corbulis erit cēna pulchra." 3. "In silvam ad rivum iimus," inquit Mārcus; "cumque ibi in rīpā sedērēmus, nautae validī celeriter vērērunt ex oppidō cymbamque nostram rapuērunt. Quīntus domum celeriter cucurrit, ut avum nostrum monēret; ego interim in herbā latuī."

## II. Translate into Latin :

A. 1. We have come to see the doves' eggs, Quintus. Where is the nest? 2. Why did you bring your little fox into the yard, boys? My pretty hens are afraid of it. 3. We began to be afraid of the drunken sailor; but Marcus gave him money and sent him home. 4. Meanwhile the bear had gone stealthily from the cave; and so the tired boys did not discover its hiding place.

*B.* 1. "The farmer came to-day," said Julia, "to fill the stream with stones. Quintus was happy; for he had long wanted to see the farmer's white horses." 2. "When the boys were hiding in the grass to frighten the girls," said Claudia, "the sailor's lazy son came into the tent and stole your raven's cage, Julia." 3. "Once upon a time," said Quintus, "a little fox came through the forest to see the farmer's chickens. But the farmer's sons were sitting in the garden; and so they killed the poor little fox."

## EXERCISE XXXIV

## SYNOPSIS OF THE VERB

In summarizing the forms of a verb it is necessary to recognize a standard order of tenses. Thus, the synopsis of **habeō** and **sum** would be arranged as follows:

	ACTIVE VOICE			
	INDICATIVE MOOD		SUBJUNCTIVE MOOD	
Pres. Tense	<b>habeō</b>	<b>sum</b>	<b>habeam</b>	<b>sim</b>
Imperf. Tense	<b>habēbam</b>	<b>eram</b>	<b>habērem</b>	<b>essem</b>
Fut. Tense	<b>habēbō</b>	<b>erō</b>		
Perf. Tense	<b>habui</b>	<b>fui</b>	<b>habuerim</b>	<b>fuerim</b>
Pluperf. Tense	<b>habueram</b>	<b>fueram</b>	<b>habuissem</b>	<b>fuissem</b>
Fut. Perf. Tense	<b>habuerō</b>	<b>fuerō</b>		

It is of the greatest importance that this order of tenses be firmly fixed in the mind, (1) because forms are most readily recalled when they are arranged in a definite order, and (2) because, in taking up a new conjugation, the fixed place for each tense helps to bring out clearly the points of similarity and difference between the new forms and those of the same tenses of conjugations already learned.



The above synopsis gives the first person singular of each tense. Following the same order of tenses, give a synopsis of **habeō** and **sum** in the second person singular, the third person singular, the first person plural, etc. This exercise should be repeated until a synopsis in any person and number can be given without hesitation or mistake.

## VOCABULARY

**folium**, -i, n., *leaf*.

**irātus**, -a, -um, *angry, en-*

**rāmus**, -i, m., *branch*.

*raged*, etc.

## READING LESSON

## I. Translate into English :

*A.* 1. Itaque puellae bonae columbārum nīdōs foliis complēvērunt. 2. Herī, cum gallinae in rāmō sedērent, puerī malī iēcērunt saxa, eāsque terruērunt. 3. Crās in rivō cymbam pulchram habēbō, vōsque mēcum in eā sedēbitis. 4.  $\bar{E}$  corbulā coquī, cum is vulpēculam terrēret, ova in saxa cecidērunt.

*B.* 1. "Hodiē nautae filium domum mīsi," inquit Mārcus. "Tum nauta irātus, cum in hortum nostrum vēnisset, rāmōs frēgit gallināsque tuās, Iūlia, occidit." 2. "Cūr in foliīs dēfessi iacētis, puerī?" inquit agricola. "Avia vestra in tabernāculō est; coquum ebrium timet." 3. "Puer piger ex hortō fūrtim in agrōs ierat," inquit Claudia. "Ibi bācās magnās invēnit; sed mox ursae multae vēnērunt ē silvā, puerumque miserum rapuērunt." 4. "Per viās longās equī agricolam ad oppidum vēxērunt," inquit Mārcella; "interim eius filiī pigri nautārum cymbam aquā complēbant."

## II. Translate into Latin :

*A.* 1. The enraged cook threw eggs at the fat sailor.  
2. I am safe; but Quintus has gone into the woods to fill

the baskets with leaves, and there are bears in the caves.  
 3. When the boys saw the nest of the doves they broke the branch and stole the eggs. 4. Why did you begin to frighten my monkey, Marcus?

*B.* 1. "Then your grandmother's strong maid came quickly through the gate of the town, boys," said Julia, "and found the chickens on the bank of a stream."  
 2. "Marcus went stealthily into the kitchen," said Quintus, "and took a cup. And so we filled it with sand and gave it to the sailor's monkey. The monkey broke the cup, and now the cook is angry." 3. "What did you find under the cook's table, Quintus?" asked Julia. "I did not find my ball," replied Quintus; "but I saw there your school bag and Claudia's pen."

## EXERCISE XXXV

### THE PRINCIPAL PARTS OF THE VERB

To conjugate a regular verb, it is necessary to know, in addition to the first person singular of the present indicative, the three following forms: (1) the present infinitive active, (2) the first person singular of the perfect indicative active, and (3) the perfect passive participle; *e.g.*, **videō, vidēre, vīdī, vīsus**. These four forms are known as the Principal Parts of the verb.

**REMARK 1.** When once the principal parts are known, all the other forms of a regular verb can easily be found. For example, the present infinitive **vidēre** shows that **videō** is of the second conjugation (hence **vidēbam, vidēbō; videam, vidērem**), and from the perfect indicative **vīdī** we find **videram, viderō; viderim, vīdissem**. The perfect passive participle gives the key to certain passive forms, as will be shown later.

REMARK 2. Many verbs, otherwise regular, lack certain forms and, therefore, show less than four principal parts. So, for example, verbs which because of their meaning are not used in the passive.

Learn the principal parts of the following verbs of the second conjugation :

<b>habēō, habēre, habuī, habitus.</b>	<b>compleō, complēre, complēvi, complētus.</b>
So moneō and terreō.	
<b>iaceō, iacēre, iacuī.</b>	<b>doceō, docēre, docuī, doctus.</b>
So lateō, teneō, and timeō.	<b>sedeō, sedēre, sēdi, sessum.</b>
	<b>videō, vidēre, vidi, visus.</b>

## VOCABULARY

**locus, -i, M.** (plural, **loca, idōneus, -ā, -um, suitable.**  
**-ōrum, N.), place, spot. iam, adverb, now.**

REMARK. The use of **iam** ("now") is not altogether the same as that of **nunc**. The latter word refers to the present of the speaker, e.g., **Mārcus nunc in cymbā est, Marcus is now in the boat**; but **iam** can equally well be used in speaking of an event that is past, as, **In silvam iam vēnerāmus, We had now come into the forest.**

RULE. To mark a question, **-ne** may be added to the first word of a sentence; e.g., **Librūmne vidisti? Did you see the book? Estisne in hortō, puellae? Are you in the garden, girls?**

REMARK 1. Note how the addition of **-ne** causes the accent of the word to which it is joined to shift to the last syllable. Compare the influence of **-cum** and **-que** upon the accent of the words to which they are joined.

REMARK 2. In sentences introduced by **cūr, quid, ubi**, or any other interrogative word, **-ne** must not be used.

## READING LESSON

## I. Translate into English :

A. 1. Meamne capsam vidistis, puerī? Herī in tabernāculum eam iēcī. 2. Puerīne in silvam iērunt, Quinte? Locumne idōneum invēnērunt? 3. Agricolaē bonī equus liberōs in loca tūta vēxit. Interim nautae filius in oppidum ierat, ut corbulam sagittis compleret. 4. Voluistine, mī fili, columbārum ōva nidumque vidēre?

*B. A Marauder Punished*

Tum puerīs “Ōlim,” inquit Iūlia, “lupus malus, cum ē spēluncā fūrtim vēnisset, per silvam iit in agrōs agricolārum miserōrum, eōrumque equōs occidit. Itaque agricolae irātī ursam albam ē caveā dūxērunt in agrōs, et cum eā in herbā latuērunt. Sed lupus iam domum cucurrerat, et in spēluncā tūtus iacēbat. Itaque agricolae, cum diū in herbā latuissent, cum ursā celeriter iērunt in silvam, ibique lupī latebrās invēnērunt. Tum laetī ursam misērunt in spēluncam, lupusque malus poenās dedit.”

## II. Translate into Latin :

A. 1. Did my little fox frighten your chickens, Marcus? 2. Why did the angry sailor fill our tent with stones? 3. Are you in the yard, Quintus? *We* are in the kitchen. 4. What did your grandfather's cook buy in the town, girls? We wanted to see his basket, but he was unwilling.

B. 1. “On the bank of a small stream we found an arrow and a basket,” said Marcus. “Quintus broke the arrow with a stone, and I threw the basket into the water. Meanwhile the farmer was filling (his) cup with wine; and so he did not see us.” 2. “When I went into the garden yesterday,” said Claudia, “I found a suitable place, and

sat for a long time in the shade. Then the boys came home from school, and began to frighten your raven, Julia. And so I ran into the yard to warn your grandfather."

## EXERCISE XXXVI

THE FIRST OR  $\bar{A}$ -CONJUGATION

**vocō, vocāre, vocāvī, vocātus, call, summon**

## ACTIVE VOICE

## INDICATIVE MOOD

## SUBJUNCTIVE MOOD

## PRESENT TENSE

	SINGULAR	PLURAL	SINGULAR	PLURAL
1st person	vocō	vocāmus	vocem	vocēmus
2d person	vocās	vocātis	vocēs	vocētis
3d person	vocat	vocant	vocet	vocent

## IMPERFECT TENSE

	SINGULAR	PLURAL	SINGULAR	PLURAL
1st person	vocābam	vocābāmus	vocārem	vocārēmus
2d person	vocābās	vocābātis	vocārēs	vocārētis
3d person	vocābat	vocābant	vocāret	vocārent

## FUTURE TENSE

	SINGULAR	PLURAL
1st person	vocābō	vocābimus
2d person	vocābis	vocābitis
3d person	vocābit	vocābunt

REMARK. The above forms can easily be memorized by comparing them with the corresponding forms of **habēō**. Thus, in the imperfect indicative and subjunctive, and in the future indicative, the formation of the two conjugations is very similar, the only difference being that **habēō** has **ē** and **vocō** has **ā** in the second syllable of each form. For purposes of comparison, it may be

found convenient here and elsewhere to consult the Summary of Forms, page 204 ff.

NOTE. The perfect indicative **vocāvī** is given above among the principal parts of the verb. With this as a base, give a synopsis of **vocō** in the first person singular of the perfect, pluperfect, and future perfect tenses.

## VOCABULARY

**dō, dare, dedi, datus, give** (see **properō, properāre, properāvī, Summary of Forms, p. 218.** **properātum, hurry, hasten.**

REMARK. Wherever the principal parts of a verb are given in full, it is customary (as in this Exercise) to state the meaning of the verb in the most general terms, without attempting to translate exactly any one of the principal parts. From the general definition the meaning of any particular form can easily be derived.

## READING LESSON

## I. Translate into English :

A. 1. Puerōs vocābimus, ut corvum meum videant.  
 2. Misistisne Mārcum dēfessum, cum ē lūdō vēnisset, ut agricolam vocāret? 3. Cūr ad cymbam istī? ut nautae obēsō librum darēs? 4. Estne Mārcus in agrīs? Quīntus in āreā est; nam nautae filiō gallinam dat.

B. *The Fox and the Chickens*

“Herī,” inquit Mārcus, “avus meus cum agricolis validis in silvam iit, ut spēluncās latebrāsque ursārum vidēret. Ibi cum sedēret in foliis, vulpēcula fūrtim ē silvā in agrōs vēnīt, et celeriter cucurrit in hortum nostrum gallināsque multās rapuit. Interim agricolae ursārum spēluncās invēnerant; itaque avum meum vocābant. Sed iam in silvam vēnerat Quīntus, ut avum agricolāsque vocāret, quia vulpēcula gallinās rapuerat. Itaque avus irātus domum properāvit; sed nautae filius iam vulpēculam occiderat.”

## II. Translate into Latin:

A. 1. Did the boys hurry to a suitable place? Did they eat berries in the woods? 2. What are you giving to the raven, Quintus? I gave him an apple to-day. 3. Are the girls calling me to see the doll's chair? I saw it yesterday. 4. Is Marcus glad because the farmer's lazy son did not break the doves' eggs?

B. 1. "To-morrow," said Julia, "we will hurry from school and fill our baskets with berries." 2. "Why are you in the yard, girls?" asked Claudia. "We are calling the boys," replied the girls. "But they are in the fields; and so they do not see us." 3. "The farmer gave me a basket," said Marcus, "and went with me to the boat. The sailor's sons could not give us his beautiful shells, but I found many in the sand."

## EXERCISE XXXVII

## THE THIRD DECLENSION

## CONSONANT STEMS

**f**lōs, M., *flower*    **a**rbor, F., *tree*    **l**itus, N., *shore*

	SINGULAR	PLURAL	SINGULAR	PLURAL	SINGULAR	PLURAL
Nom.	f <del>l</del> ōs	f <del>l</del> ōrēs	arbor	arborēs	lītus	lītora
Gen.	f <del>l</del> ōris	f <del>l</del> ōrum	arboris	arborum	lītōris	lītōrum
Dat.	f <del>l</del> ōrī	f <del>l</del> ōribus	arborī	arboribus	lītōrī	lītōribus
Acc.	f <del>l</del> ōrem	f <del>l</del> ōrēs	arborem	arborēs	lītus	lītora
Abl.	f <del>l</del> ōre	f <del>l</del> ōribus	arbore	arboribus	lītore	lītōribus

REMARK I. Nouns of this declension vary widely in the form of the nominative singular, but the genitive always ends in **-is**, as in the above examples.

REMARK 2. Note that here (as in all other declensions) the accusative case of a neuter noun is the same as the nominative, both in the singular and in the plural.

**Gender.** There is no simple rule for the gender of nouns of the third declension, and it is therefore necessary to learn the gender of each word as it is taken up.

When the above forms have been memorized, test your recollection of them by declining together **flos pulcher, arbor magna, litus tūtum**, etc.

## VOCABULARY

**habitō, habitāre, habitāvī, perterritus, -a, -um, much**  
**habitātum, live, dwell. frightened, thoroughly**  
**ēscendī, I climbed (up), I alarmed, etc.**  
*have climbed (up).* **subitō, adverb, suddenly,**  
*without warning, etc.*

## READING LESSON

I. Translate into English:

A. 1. Iitne Quintus in agrōs ut puellās vocāret, ut flōrēs pulchrōs vidērent? 2. Nauta ēbrius, cum ē tabernā vēnisset, pōcula paterāsque frēgit. 3. Agricolae multī in agris habitant, multī in litore. 4. Equōs iam viderāmus, et ego ad tabernam properābam.

B. *The Picnic*

“Ad locum idōneum cum vēnissēmus,” inquit Iūlia, “puellae dēfessae in herbā sēdērunt, sed Mārcus et Quintus ad rīvum parvum properāvērunt. Nam in rīpā erat arbor magna, et nīdus in rāmō. Mārcus celeriter in arborem ēscendit, ut ōva vidēret; sed cum in rāmō laetus sedēret, subitō ē spēluncā ērūpit sīmia obēsa et ad arborem cucurrit. Itaque Quintus perterritus ē rīpā cecidit in aquam:



et Mārcus, cum simia in arborem ēscendisset, in foliis latēre coepit; sed puer miser mox rānum frēgit, et ad terram in saxa cecidit."

II. Translate into Latin :

A. 1. Are there apples on the tree? Do you see berries in the garden? 2. Why were the sailors living with you, boys? 3. When the farmer had come to the shore to call the sailors, he saw a wolf in the boat. 4. Suddenly the little fox ran from the tent into the garden; there Marcus' doves, much alarmed, began to hide in the branches of the trees.

B. 1. "We did not want to give money to many children," said Julia; "I preferred to fill their baskets with apples and grapes." 2. "And so," said Marcus, "we had now frightened the bear. But soon many wolves came from the forest; and so we hurried home to call the farmer's strong sons. Then, when the farmer had come with arrows, we killed the wolves and bear." 3. "Quintus will live in the town," said Claudia; "we shall live in the fields."

EXERCISE XXXVIII

CARDINAL NUMERALS

duo, duae, duo, *two*

trēs, trēs, tria, *three*

	<i>Masc.</i>	<i>Fem.</i>	<i>Neut.</i>	<i>Masc.</i>	<i>Fem.</i>	<i>Neut.</i>
Nom.	duo	duae	duo	trēs	trēs	tria
Gen.	duōrum	duārum	duōrum	trium	trium	trium
Dat.	duōbus	duābus	duōbus	tribus	tribus	tribus
Acc.	duo	duās	duo	trēs	trēs	tria
	duōs			trīs	trīs	
Abl.	duōbus	duābus	duōbus	tribus	tribus	tribus

## VOCABULARY

**adiuvō, adiuuāre, adiūvi, cēteri, -ae, -a, the other.**  
**adiūtus, help. fūgī, I ran away, I have run**  
**collocō, collocāre, collocāvi, away; I fled, I have fled.**  
**collocātus, place, put.**

REMARK. The verb **collocō** is used with **in** and the *ablative* case. This fact must be kept carefully in mind, because the not uncommon translation "put (into)" suggests a different construction.

## READING LESSON

## I. Translate into English :

A. 1. Cum agricolārum equī validī corbulās ad litus vēxissent, nautae duās in cymbā collocāvērunt. 2. Quintus mē adiūvit; nam puerī cēteri iam in silvam fūgerant. 3. Vobiscum ad litus properābō, ut nautās dēfessōs adiuuēmus. 4. In arboribus erant corvī multī; itaque puellās cēterās vocāvimus, ut nidōs vidērent.

B. *Playing on the Shore*

"Itaque," inquit Mārcus, "ex agrīs vēnerāmus, et iam sedēbāmus in harēnā. Tum subitō cymbam parvam in litore vidimus. In eā puellās trēs collocāvi, sed cēteri liberī cucurrērunt ad oppidum, ut nautam vocārent. Interim ego cum puellis in cymbā sēdi; cumque diū conchās in aquam iēcissēmus, cymbam lutō complēvi. Sed iam ex oppidō nauta irātus properābat. Ego eum nōn timēbam, sed puellae perterritae erant. Itaque celeriter mēcum fūgērunt in hortum, ibique sub arboribus parvis latuimus."

## II. Translate into Latin :

A. 1. I am putting flowers in suitable places. Soon I shall call the girls to help me. 2. We lived in the town

for a long time ; but my grandfather preferred to live in the fields. Do you see the beautiful trees in our garden ?  
 3. Three boys came to school to-day. To-morrow the others will be punished ; for the teacher was angry because they had run away to the shore.

*B.* 1. "The raven was now much frightened," said Julia ; "and so Quintus climbed up into the tree to help him. But in the meantime Marcus threw two stones at the bad monkey and killed it." 2. "Are you hurrying to school, girls?" asked Claudia. "I will give you beautiful flowers to put in your school bags." 3. "Two little foxes came stealthily from the cave," said Marcus, "because they had seen chickens in our garden. But I had put the chickens in a safe place ; and so the little foxes could not frighten them."

## EXERCISE XXXIX

## IRREGULAR VERB

eō, ire, ii, itum, *gō*

	INDICATIVE MOOD		SUBJUNCTIVE MOOD	
	PRESENT TENSE			
	SINGULAR	PLURAL	SINGULAR	PLURAL
1st person	eō	īmus	eam	eāmus
2d person	īs	ītis	eās	eātis
3d person	it	eunt	eat	eant
	IMPERFECT TENSE			
	SINGULAR	PLURAL	SINGULAR	PLURAL
1st person	ībam	ībāmus	īrem	īrēmus
2d person	ībās	ībātis	īrēs	īrētis
3d person	ībat	ībant	īret	īrent

## FUTURE TENSE

	SINGULAR	PLURAL
1st person	<b>ībō</b>	<b>ībimus</b>
2d person	<b>ībīs</b>	<b>ībitis</b>
3d person	<b>ībit</b>	<b>ībunt</b>

REMARK 1. As an aid to the memory, note that the endings of the imperfect and future indicative of this verb are identical with those of the corresponding tenses of **vocō** and **habeō**; and compare the present subjunctive of **eō** with that of **habeō**.

REMARK 2. The imperfect subjunctive of any verb, regular or irregular, can be found by adding **m** to the present infinitive active; note above **īre** and **īrem**.

Using as a basis the perfect indicative **īi**, give a synopsis of **eō** in the second person singular of the perfect, pluperfect, and future perfect tenses.

## VOCABULARY

**autem**, conjunction, *however*, **altus**, -a, -um, *tall, high*.  
*but, moreover.*

NOTE. The conjunction **autem** is a postpositive word; *i.e.*, it does not stand first in its sentence. Usually it is found in second place; *e.g.*, **Mārcus autem ad litus ierat**, *Marcus, however, had gone to the shore.*

## MODEL SENTENCE

**Ad litus eāmus**, Let's go to the shore.

RULE. *The first person plural of the present subjunctive is used in urging or inviting the hearer to join the speaker in doing something. This use is known as the Hortatory Subjunctive.*

## READING LESSON

## I. Translate into English :

A. 1. Properēmus in agrōs, agricolāsque miserōs adiuvēmus. 2. Hodiē, cum ad lūdum irēmus, puella pulchra nobis ūvās multās dedit. 3. Herī cum pueris tribus Mārcus in agrōs iit, ut nidōs columbārum miserārum in rāmīs arborum altārum collōcāret. 4. Ancilla nostra, cum lupōs duōs in silvā vidisset, domum perterrita fūgit.

B. *The Wolf and the Raven*

Multae arborēs altae in silvā nostrā sunt, flōrēsque multi et pulchrī. Ōlim in silvam puella parva vēnerat, corbulamque flōribus laeta complēbat. Subitō autem ē spēluncā ērūpit lupus malus ; tum puella perterrita per silvam cucurrit. Sed in arbore altā habitābat corvus. Is, cum lupum puellamque vidisset, subitō “Ubi sunt sagittae meae?” inquit. Itaque lupus malus ad latebrās perterritus fūgit ; puella autem multis cum flōribus pulchris domum properāvit, eōsque liberis cēteris dedit.

## II. Translate into Latin :

A. 1. Let's give arrows to the boys, and dolls to the girls. 2. Two boys were lying on the bank ; we called them, however, to go with us to the shore. 3. We shall go to the woods to-day to put the little foxes in the cave. 4. When Marcus had found a suitable spot, he climbed into a tree to call the other children.

B. 1. “Let's put two dolls in the cradle,” said Marcella to Claudia. 2. “Why did you want to put the dolls in the cradle?” asked Marcus. “Let's frighten the monkey with them.” 3. “I saw three little foxes in the field to-day,” said Quintus, “and I have brought two home. Let's put them in the raven's cage.” 4. “Let's fill the girls'

baskets with flowers," said Julia. "They have gone to the stream with the boys, and soon they will go home."

## EXERCISE XL

## IRREGULAR VERB

**possum, posse, potuī, be able, can, etc.**

	INDICATIVE MOOD		SUBJUNCTIVE MOOD	
	PRESENT TENSE			
	SINGULAR	PLURAL	SINGULAR	PLURAL
1st person	possum	possumus	possim	possimus
2d person	potes	potestis	possis	possitis
3d person	potest	possunt	possit	possint
	IMPERFECT TENSE			
	SINGULAR	PLURAL	SINGULAR	PLURAL
1st person	poteram	poterāmus	possem	possēmus
2d person	poterās	poterātis	possēs	possētis
3d person	poterat	poterant	posset	possent
	FUTURE TENSE			
	SINGULAR	PLURAL		
1st person	poterō	poterimus		
2d person	poteris	poteritis		
3d person	poterit	poterunt		

REMARK. This verb is a compound of **pote** and **sum**. In the composition, **pote** is often somewhat disguised, but the forms of **sum** suffer little change ; (for the full principal parts of **sum**, see the following Vocabulary).

With the perfect indicative **potuī** as a basis, give a synopsis of **possum** in the third person singular of the perfect, pluperfect, and future perfect tenses.

## VOCABULARY

**sum, esse, fui, be.****enim, conjunction, for.**

NOTE. The conjunction **enim** (unlike **nam**) is a postpositive word ; e.g., **Lupus enim in spēluncam fūgerat, For the wolf had fled into the cave.** Compare the note on **autem** in the preceding Exercise.

## READING LESSON

I. Translate into English :

A. 1. In umbrā sedeāmus. 2. Potesne liberōs cēterōs vidēre? Euntne ad rīvum? 3. In agrōs imus, ut agricolās bonōs adiuvēmus. 4. Mox Quīntum vidī; eius enim avus tum ibi habitābat. 5. Properāveram in hortum, ut puellās vocārem, ut eīs bācās darem. Sed eae iam ex hortō in silvam ierant; itaque puer obēsus bācās ēdit.

B. *A Disturbed School Session*

Mārcus, cum ē lūdō domum vēnisset, Quīntō "Hodiē," inquit, "in lūdum lupum parvum et sīmiam dūximus. Ego locum idōneum sub subselliīs invēnī, ibique lupum collocāvī; sīmiam autem puerī cēterī in magistrī sellā collocāvērunt. Magister, cum sīmiam vidisset, tabulam in eam iēcit. Tum subitō lupus ē latebrīs ērūpit, magisterque perterritus fūgit in āream et in arborem altam celeriter ēscendit. Interim puerī multī fūrtim ē lūdō per agrōs in silvam cucurrērunt. Sed crās poenās dabunt; magister enim irātus est."

II. Translate into Latin :

A. 1. I did not want to be a farmer; and so my grandfather sent me to school. 2. Can they help you? I could not help the other girls. 3. Let's call the strong farmer, Marcus. 4. I went with two boys to put the

bear in (its) cage. 5. There are three large stones in the road. Are you able to put them on the horse's back, boys?

*B.* 1. "The drunken sailor's son and daughter cannot go to school," said Julia. "However, they have two books, and we shall help them." 2. "A little fox stole my three chickens to-day," said Claudia; "for the farmer had gone to town. But when his sons came home, they hurried to the forest, and killed the little fox in (its) hiding place." 3. "I shall go to the shore to-day," said Marcus. "Quintus, however, preferred to call the other boys and go with them into the fields."

## EXERCISE XLI

## VOCABULARY

**frāter, -tris, M.,** *brother.*

**soror, -ōris, F.,** *sister.*

**māter, -tris, F.,** *mother.*

**villa, -ae, F.,** *farmhouse.*

**pater, -tris, M.,** *father.*

## READING LESSON

I. Translate into English :

*A.* 1. Voluistīne magister esse? liberōs docēre potes? 2. Frāter dēfessus mēcum ad litus ire nōluit; pater autem in agrōs mē dūxit, ut flōrēs vidērem. 3. Mātre[m] meam et sorōrem puerī malī sagittis herī terruērunt. 4. Mārcus pueris pecūniam dabit. Nōs autem ūvās et bācās multās puellis dedimus.

*B. A Tricky Wolf*

"In silvā," inquit Claudia, "habitābat puella parva. Ōlim māter eam cum corbulā ad aviae villam per silvam mīsīt. Interim lupus ē latebris vēnerat puellamque vīdit;



itaque celeriter cucurrit ad villam, cumque aviam miseram ēdisset, in lectō latuit. Puella iam laeta flōribus corbulam complēbat. Sed cum vēnisset in villam lupumque vīdisset in lectō, tum perterrita agricolās validōs vocāvit; multōs enim in silvā vīderat. Itaque eī cucurrerunt ad villam lupumque malum occidērunt.”

II. Translate into Latin :

*A.* 1. Your father, Quintus, is giving two eggs to my sister; I, however, shall not be able to give you a nest. 2. Their brother will go with you; for there are wolves in the woods. 3. My mother and grandmother were going quickly through the fields to call the girls. 4. You will be able to help us, boys; for my brothers are filling the stream with stones to-day. 5. I had come to the shore, and was sitting on the rocks; for Quintus had refused to go with us to the woods.

*B.* 1. “I found a little dove in the road yesterday,” said Marcella. “Let’s put it on a branch of the tree with the other doves.” 2. “I wanted to be able to help the boys, and go with them into the sailor’s boat,” said Julia; “but my sister sent me to the farmhouse to sit with (my) grandmother.” 3. “We put the cups on the table,” said Quintus, “and the cook filled them with wine. But the monkey suddenly rushed out from the cage and threw the cups to the ground, and broke three. Are the plates safe, Marcus?” 4. “My father cannot see the boat on the shore,” said Claudia. “Let’s call the sailors to help him.”

## EXERCISE XLII

## THE THIRD DECLENSION

## I-STEMS

	<b>ignis, M., fire</b>		<b>vallēs, F., valley</b>		<b>mare, N., sea</b>	
	SINGULAR	PLURAL	SINGULAR	PLURAL	SINGULAR	PLURAL
Nom.	ignis	ignēs	vallēs	vallēs	mare	maria
Gen.	ignis	ignium	vallis	vallium	maris	—
Dat.	ignī	ignibus	valli	vallibus	marī	—
Acc.	ignem	ignīs	vallem	vallis	mare	maria
		ignēs		vallēs		
Abl.	ignī,	ignibus	valle	vallibus	marī	—
	igne					

NOTE. The following classes of third declension nouns belong to the I-stems:

- (1) Masculines and feminines in *-is*.
- (2) Feminines in *-ēs* which have the same number of syllables in the nominative and genitive singular (as *vallēs*, *vallis*).
- (3) Neuters in *-e*.

REMARK 1. The most important difference between consonant and I-stems is that the latter have *-ium* (instead of *-um*) in the genitive plural, and that neuter I-stems have *-ia* (instead of *-a*) in the nominative and accusative plural. Note also that *-is* is the preferred ending for the accusative plural of masculines and feminines; and that there is considerable variation in the ending of the ablative singular. The forms of this latter case are best learned by becoming personally acquainted with each noun.

REMARK 2. The blanks in the plural of *mare* mean simply that certain cases of this noun are not in common use. The word is here chosen as a model because it is the most completely inflected neuter I-stem employed in this book. (In the genitive, dative, and ablative plural, fully inflected neuter I-stems show the same endings as masculines and feminines.)

## VOCABULARY

<b>collis, -is</b> (abl. -e), m., <i>hill.</i>	<b>vehementer</b> , adverb, <i>very,</i>
<b>piscis, -is</b> (abl. -e), m., <i>fish.</i>	<i>much, exceedingly.</i>

## READING LESSON

## I. Translate into English :

A. 1. Meusne pater librum tuum in ignem iēcit?  
 2. In marī piscis magnōs vidēre possum. Potesne tū eōs vidēre?  
 3. In collibus sunt villāe multae. 4. Per vallem ad rīvum eāmus.  
 5. Puer piger, cum pater eum in agrōs mīsisset, ad litus cum frātribus iit, ut sorōris meae cymbam vidēret.

B. *A Thief Routed*

Iūlia, cum in umbrā sedēret, cēteris puellis “Herī,” inquit, “Mārcus cum pueris multis per collēs in vallem iit; nam in valle rīvus pulcher est. Cum autem ibi iacērent in rīpā, ut piscis vidērent, lupus magnus ē spēluncā vēnit, eōrumque cēnam fūrtim rapuit. Sed Mārcus id viderat, et iam irātus puerōs cēterōs ad lupī spēluncam vocāvit; cumque in eam rāmōs et folia iēcissent lupumque ignī terrērent, is subitō ērūpit ē latebris, et in silvam celeriter fūgit. Lupī enim ignis vehementer timent.”

## II. Translate into Latin :

A. 1. My mother is afraid of the sea. My brother and sisters, however, are in the boat. 2. And so they will go quickly through the valley; for there are many bears in the woods. 3. Was the farmer able to help the poor sailor? I called my father to help him. But my brothers were then putting a bear into the cage; and so (my) father could not go into the fields.

*B.* 1. "The sailors now threw the fish into the sea," said Marcus; "for the farmers had refused to fill their baskets with apples." 2. "I began to be much afraid," said Claudia to the boys. "For there was an intoxicated sailor in the yard, and my father had gone into the hills to give money to the farmers." 3. "Let's hurry into the kitchen, Marcus," said Quintus. "Two little foxes have come into the garden, and we will frighten them with fire."

EXERCISE XLIII

THE THIRD OR Ē-CONJUGATION

**mittō, mittere, mīsi, missus, send**

ACTIVE VOICE

INDICATIVE MOOD

SUBJUNCTIVE MOOD

PRESENT TENSE

	SINGULAR	PLURAL	SINGULAR	PLURAL
1st person	mittō	mittimus	mittam	mittāmus
2d person	mittis	mittitis	mittās	mittātis
3d person	mittit	mittunt	mittat	mittant

IMPERFECT TENSE

	SINGULAR	PLURAL	SINGULAR	PLURAL
1st person	mittēbam	mittēbāmus	mitterem	mitterēmus
2d person	mittēbās	mittēbātis	mitterēs	mitterētis
3d person	mittēbat	mittēbant	mitteret	mitterent

FUTURE TENSE

	SINGULAR	PLURAL
1st person	mittam	mittēmus
2d person	mittēs	mittētis
3d person	mittet	mittent

REMARK. Observe that, except in the imperfect indicative, the above forms of the third conjugation are more or less unlike the corresponding forms of the first and second conjugations. Note particularly that in the imperfect subjunctive the first e of the ending is short, and contrast the corresponding ē of the imperfect subjunctive of the second conjugation (as seen in **habērem**, etc.).

The perfect tenses of the following verbs are already familiar. Learn now the principal parts :

**cadō, cadere, cecidī, cāsum, fall.**

**currō, currere, cucurri, cursum, run.**

**dūcō, dūcere, dūxī, ductus, lead, bring.**

**edō, ēsse (edere), ēdī, ēsus, eat; see Summary of Forms, page 219.**

**emō, emere, ēmī, emptus, buy.**

**ērumpō, ērumpere, ērūpī, ēruptum, rush (out), burst forth.**

**ēscendō, ēscendere, ēscendī, ēscēsum, climb (up).**

**frangō, frangere, frēgī, frāctus, break.**

**occidō, occidere, occidī, occisus, kill.**

**vehō, vehere, vēxī, vectus, carry.**

REMARK. Note that the present infinitive of the third conjugation ends in **-ere**, an ending which must be distinguished carefully from the corresponding **-ēre** of the second conjugation.

#### READING LESSON

I. Translate into English :

A. 1. Mārcī frāter columbārum ōva saxīs frangere voluit; sed pater eum in agrōs misit, ut equōs dēfessōs ad aquam dūceret. 2. In tabernam tum ibāmus, ut bācās ūvāsque emerēmus. 3. Ad villam cum sōrōribus currāmus. Ubi puerī latuērunt? 4. Potuēruntne puerī piscis emere? Nōs in hortum currere māluimus; ibi enim māla ex arboribus in terram cadēbant.

*B. The Generous Bear*

Ōlim Mārcus et Quīntus ē villā vēnērunt ad litus, et in harēnā multōs piscēs magnōs invēnērunt. Eōs puerī in corbulās iēcērunt duās, domumque properāre coepērunt. Cum autem per silvam magnam īrent, ursā alba piscēs vīdit, lupōque “Piscēs videō,” inquit; “puerōs terreāmus.” Itaque lupus subitō ex arborum umbrā ērūpit. Tum corbulae cum piscibus pulchris cecidērunt in terram, puerique per vallem perterriti cucurrērunt. Interim ursā piscis rapuit, cumque eōs ēdisset, corbulās lupō dedit. Is autem irātus in spēluncam cucurrit, ibique parvās ursās trēs occidit.

## II. Translate into Latin :

*A.* 1. The fire was now falling into the leaves; and so the sailor ran through the valley to warn the farmers. 2. When the boys were bringing the little wolf from the hills to the boat, the other wolves rushed out of (their) hiding places and fled through the forest; for they were exceedingly afraid of the arrows of the farmers. 3. The cook was buying plates at the store; for the monkey had broken many.

*B.* 1. “Let’s bring the horses to the shore,” said Marcus, “and send them into the sea.” 2. “I have brought a strong horse to carry my stout sister to town,” said Quintus; “but I cannot put her upon him.” 3. “Let’s eat (our) berries in the shade,” said Julia. “The boys wanted to come with me to the farmhouse, but I refused. And so they ran into the woods and began to climb up into a tall tree to kill a raven. Soon they will be punished.”

## EXERCISE XLIV

## IRREGULAR VERB

**ferō, ferre, tuli, lātus, carry, bear**

## ACTIVE VOICE

	INDICATIVE MOOD		SUBJUNCTIVE MOOD	
	PRESENT TENSE			
	SINGULAR	PLURAL	SINGULAR	PLURAL
1st person	ferō	ferimus	feram	ferāmus
2d person	fers	fertis	ferās	ferātis
3d person	fert	ferunt	ferat	ferant
	IMPERFECT TENSE			
	SINGULAR	PLURAL	SINGULAR	PLURAL
1st person	ferēbam	ferēbāmus	ferrem	ferrēmus
2d person	ferēbās	ferēbātis	ferrēs	ferrētis
3d person	ferēbat	ferēbant	ferret	ferrent
	FUTURE TENSE			
	SINGULAR	PLURAL		
1st person	feram	ferēmus		
2d person	ferēs	ferētis		
3d person	feret	ferent		

REMARK. Aside from the principal parts, **ferō** is not specially irregular. In general its inflection follows that of **mittō**; but note the peculiarity of the imperfect subjunctive **ferrem** (compare **ferre**), and observe that in the present indicative several forms have suffered the loss of a short vowel.

## VOCABULARY

**trānsēō, trānsire, trānsii, saepe, adverb, often.**  
**trānsitus, cross (over), go**  
*over.*

REMARK. Note that *trānseō* is a compound of the irregular verb *eō*, whose conjugation it follows.

## READING LESSON

## I. Translate into English :

A. 1. *Mārcus ex agris vēnerat, ut mēnsam ad rīpam ferret; ibi enim puellae cēnam in corbulis habēbant.* 2. *Puellae malae corvī caveam in aquam iēcērunt; saxis eam frangāmus.* 3. *Ego tum ē latebris ērumpere rīvum-que trānsīre volūi; frāter autem nōluit, quia nautās ēbriōs in spēluncā viderat.* 4. *Ursāsne occīdere potestis, pueri? Ubi sunt sagittae vestrae?*

B. *The Playful Monkey*

“In āreā hodiē sedeāmus,” *Mārcō* ōlim inquit *Iūlia*. *Mārcus* autem in hortum ire māluit, ut agricolae filium vocāret, cumque eō in silvam properāvit. Itaque mox ibi sub arboribus in umbrā puerī iacēbant. In silvā habitābat sīmia alba. Ea, cum puerōs vīdisset, fūrtim in arborem altam ēscendit, rāmōsque parvōs in eōs iēcit. Eī autem irātī saxa magna iēcērunt in arborem, sīmiamque occīdērunt miseram. Tum perterritī fūgērunt; sīmiās enim cēterās vehementer timēbant. *Mārcus* ad litus properāvit; agricolae autem filius domum cucurrit, et sub lectō latuit.

## II. Translate into Latin :

A. 1. Why do the farmers often carry branches from the woods to the shore? 2. Yesterday a little fox stealthily crossed the stream and came into the yard to eat the fish tails; for the cook had thrown them into a basket. 3. We are climbing into the tree to kill the raven. 4. Were you then going to the store to buy eggs and grapes?



*B.* 1. "Quintus is carrying the school bags," said Claudia. "Are *you* carrying the tablets, Marcus?" 2. "We will carry the other chairs, girls," said Marcus. "I wanted to carry three, but my brothers have come from the boat to help me." 3. "You often carry the raven to school, boys," said Marcella. "Do the children give it grapes and berries?" 4. "The big baskets are in the kitchen, Quintus," said Julia. "Have you come to carry them?"

## EXERCISE XLV

## VOCABULARY

<i>insula</i> , -ae, F., <i>island</i> .	<i>cōnsūmō</i> , <i>cōnsūmere</i> , <i>cōn-</i>
<i>hōra</i> , -ae, F., <i>hour</i> .	<i>sūmpsi</i> , <i>cōnsūptus</i> , <i>use</i>
<i>nāvis</i> , -is (abl. -i and -e), F.,	<i>up</i> , <i>destroy</i> .
<i>ship</i> .	

## MODEL SENTENCE

**Agricolae in umbrā hōrās duās sēdērunt**, The farmers sat in the shade two hours.

*RULE.* *The accusative case is used to express Extent of Time or Space.*

## READING LESSON

## I. Translate into English:

*A.* 1. *Nāves mare ad insulam trānsiērunt; ibi autem agricolae eās igni cōsūmpsērunt.* 2. *Cum per collis hōrās trīs fūgissēmus, in vallem vēnimus, et in villā latuimus.* 3. *Nam pater saepe nōs vocat, ut saxa ex agris ferāmus.* 4. *Tum nautae, vehementer irātī quia simia ē nāvi in mare ceciderat, puerōs vocāvērunt, ut simiam cymbā adiuvērent.*



NĀVIS

Roman ships of war carried sails, but relied more upon their oars. The larger vessels often had three or four sets of oars, each set placed a little higher than the last, and all worked together. Such a ship could carry several hundreds of people. The ancient artist who designed the figure of a war vessel shown above made no attempt to preserve a proper proportion between the size of the ship and the size of the men upon it.

*B. An Adventure in the Woods*

“Ōlim,” inquit avus noster, “Mārcus cum pueris duōbus in silvam iit, ut corvōs sagittis occideret. Cum autem ibi rivum parvum laeti trānsirent, subitō ex arbore altā ōva multa in eōs cecidērunt; simiae enim viderant puerōs, ōvaque ē corvōrum nidis rapuerant. Itaque pueri irāti sagittās in arborem mittere coepērunt. Sed interim ē nāvi in silvam vēnerant nautae ēbrii. Eōs cum vidissent, pueri iēcērunt sagittās in aquam, celeriterque ad litus fūgērunt. Ibi invēnērunt nautārum cymbam, et in insulam parvam trānsiērunt. Itaque nautae, cum ē silvā vēnissent, puerōs occidere voluērunt; sed ei iam in insulā tūti sedēbant.”

## II. Translate into Latin:

*A.* 1. We shall send the farmer to bring the horses from the valley. 2. Did the strong boys carry the boat from the sea into the field? 3. Why are you lying many hours in the tent? 4. We had now used up our wine. For the stout sailors had come from the ship, and had sat long in the farmhouse.

*B.* 1. “We ran to the shore to cross over to the island,” said Marcus; “but the sailors had stolen our boat. You can see their ship on the sea now.” 2. “My father was exceedingly angry,” said Quintus; “for my brothers had carried the fish from the boat and thrown them into the bears’ cage.” 3. “You will go to town to-morrow, Quintus,” said the girls. “In the meantime we shall carry the grapes to the farmhouse and put the baskets in the tent.” 4. “I saw large fires in the woods to-day,” said the farmer. “Soon there will be many bears and wolves in the fields; for they will be afraid of the fire.”

## EXERCISE XLVI

## IRREGULAR VERB

**volō, velle, volui, wish, be willing, etc.**

	INDICATIVE MOOD		SUBJUNCTIVE MOOD	
	PRESENT TENSE			
	SINGULAR	PLURAL	SINGULAR	PLURAL
1st person	volō	volumus	velim	velimus
2d person	vis	vultis	velis	velitis
3d person	vult	volunt	velit	velint
	IMPERFECT TENSE			
	SINGULAR	PLURAL	SINGULAR	PLURAL
1st person	volēbam	volēbāmus	vellem	vellēmus
2d person	volēbās	volēbātis	vellēs	vellētis
3d person	volēbat	volēbant	vellet	vellent
	FUTURE TENSE			
	SINGULAR	PLURAL		
1st person	volam	volēmus		
2d person	volēs	volētis		
3d person	volet	volent		

REMARK. Note that the imperfect and future indicative of this verb conform to the third conjugation; also that the endings of the present subjunctive are like those of *sim, sis, sit*, etc.

## VOCABULARY

**canis, -is, M. and F., dog.**      **quoque**, postpositive adverb  
**milia (-ium, N.) passuum,**      and conjunction, *also, too.*  
*miles.*      **vēnātor, -ōris, M., hunter.**  
**pauci, -ae, -a, few, a few.**

REMARK 1. Contrary to the rule, **canis** is not an I-stem.

REMARK 2. The words **milia passuum** mean literally "thousands of paces." In this phrase, **passuum** of course remains everywhere unchanged; but **milia** is declined in the way above indicated.

NOTE. The rule for the expression of Extent of Time and Space was stated in the last Exercise. An example was there given of Extent of Time; the following sentence illustrates Extent of Space: **Duo milia passuum pueri vēnerant**, *The boys had come two miles.*

## READING LESSON

## I. Translate into English:

A. 1. Visne cum vēnātōre per silvam ire, Quinte?  
 2. Agricolaē ad insulam properāre volent; cūr eōs nōn monēs?  
 3. Vēnātor multa milia passuum properāverat, ut agricolās dēfessōs adiuvāret.  
 4. Vōs nāvem ignī cōnsumere vultis. Quid nautae volunt?

B. *The Hunters Hunted*

“Heri,” inquit agricola, “vēnātōrēs, cum ex oppidō tria milia passuum issent per silvam, iamque ad spēluncam vēnissent, ursās ignī terrere nōn potuerunt; itaque canēs in spēluncam miserunt. Tum ursae vehementer irātae subitō erūpērunt ē latebris, vēnātōrēsque in arborēs celeriter ēscendērunt. Cum autem ursae quoque ēscendere vellent, tum vēnātōrēs ad rāmōs parvōs perterritī properāvērunt. Sed ursae, cum in arborēs ēscendissent, frēgērunt rāmōs, cumque vēnātōribus miseris in terram cecidērunt. Ibi cum ursae canēs occiderent, vēnātōrēs per silvam celeriter domum fūgērunt.”

## II. Translate into Latin:

A. 1. What are you carrying, Quintus? 2. I, too, want to go to the farmhouse. 3. However, we often crossed the stream to sit for a few hours in the forest. 4. What will you give, farmers, to be able to frighten the bears and wolves? 5. (Our) father wants to buy fields and live in the valley; but *we* want to live on the island. 6. Are you willing to sit with us?

*B.* 1. "Let's bring the bear into the yard and frighten the children," said Marcus. "The farmer has gone to town to buy baskets; and so we can now bring her from the cage." 2. "A few sailors had come from the ship and were placing baskets on the shore," said Julia. "Meanwhile the boys were carrying branches and leaves from the woods; for (their) mother had sent them to help the sailors." 3. "The hunter, too, now came with (his) dogs," said Quintus; "for the farmer had not been able to kill the bear."

## EXERCISE XLVII

## IRREGULAR VERBS

**mālō, mālīe, māluī, *prefer***

**nōlō, nōlle, nōluī, *be unwilling, not wish, refuse***

These verbs are compounds of **volō**, and in the main agree with it in conjugation, as the following synopsis will show:

<b>mālō</b>	<b>mālīm</b>	<b>nōlō</b>	<b>nōlim</b>
<b>mālēbam</b>	<b>māllem</b>	<b>nōlēbam</b>	<b>nōllem</b>
<b>[mālam]</b>		<b>[nōlam]</b>	
<b>māluī</b>	<b>māluerim</b>	<b>nōluī</b>	<b>nōluerim</b>
<b>mālueram</b>	<b>māluissem</b>	<b>nōlueram</b>	<b>nōluissem</b>
<b>māluerō</b>		<b>nōluerō</b>	

In the present indicative, however, both **mālō** and **nōlō** are quite irregular, the inflection being as follows:

SINGULAR	PLURAL	SINGULAR	PLURAL
<b>mālō</b>	<b>mālūmus</b>	<b>nōlō</b>	<b>nōlūmus</b>
<b>māvīs</b>	<b>māvultīs</b>	<b>nōn vīs</b>	<b>nōn vultīs</b>
<b>māvult</b>	<b>mālunt</b>	<b>nōn vult</b>	<b>nōlunt</b>

REMARK. In the synopsis above, the forms **mālam** and **nōlam** are put in square brackets because they are not in common use. Except for the first person singular, however, the future tense of both verbs is normal.

## VOCABULARY

## CARDINAL NUMERALS

<b>quattuor</b> , <i>four.</i>	<b>septem</b> , <i>seven.</i>	<b>novem</b> , <i>nine.</i>
<b>quinque</b> , <i>five.</i>	<b>octō</b> , <i>eight.</i>	<b>decem</b> , <i>ten.</i>
<b>sex</b> , <i>six.</i>		

NOTE. The cardinal numerals above given are indeclinable ; *i.e.*, they are used without change of form, no matter what the case of the noun they modify.

## READING LESSON

## I. Translate into English :

A. 1. Vēnātōrēs in agrōs ire mālunt, ut lupōs occīdant.  
 2. Canēs iam septem milia passuum per vallem vēnerant. Ursae enim ē collibus in vallem fūgērant. 3. Nōs quoque nōlumus ex insulā fugere; nautae autem volunt. 4. Cū agricolae villam ignī cōnsūmere nōllent, cūr tū ignem ē culinā tulistī?

B. *A Timely Rescue*

“Ōlim,” inquit puer obēsus, “magister cum librīs milia passuum pauca in silvam properāvit; cumque ad locum idōneum vēnisset ibique in foliis hōrās duās sēdisset, subitō timēre coepit, quia in arborum umbrā lupōs magnōs vidēbat; nam lupī agricolās ibi saepe occiderant. Itaque magister perterritus domum properāre volēbat; cum autem per silvam fūrtim ire coepisset, lupī quoque ē latebrīs vēnērunt. Magister iam currēbat; cumque rīvum trānsiret, in aquam cecidit. Tum autem subitō vēnātor cum canibus ad rīpam vēnit, lupique in spēluncās fūgērunt.”

## II. Translate into Latin :

A. 1. Do you want to see the boat, boys? The sailors are carrying it into the sea. 2. The farmers have come ten miles through the fields to the shore. Will the sailors give them fish? 3. Do you prefer to buy a doll, Claudia? 4. Marcus does not want to go to the store with you. 5. The little foxes had come stealthily from the woods to eat your sister's four chickens, Quintus.

B. 1. "On the ship," said the boy, "are six sailors and eight farmers. The sailors want to send the farmers into the small boat; but they (the farmers) do not wish to cross over to the island." 2. "I want to frighten my mother," said Quintus. "Let's fall into the water." 3. "We, too, have a few fish," said Julia; "for the sailors came to the farmhouse yesterday. They gave us fish; *we* gave them grapes and berries." 4. "Let's put five baskets in the tent, and the others in the kitchen," said Marcus.

## EXERCISE XLVIII

## THE THIRD OR Ē-CONJUGATION (continued)

Certain verbs of which the first person singular of the present indicative ends in *-iō* belong to this conjugation. These verbs are in the main regular; but in some forms the *i* disappears before a following vowel.

**rapīō, rapere, rapuī, raptus, seize, steal**

		ACTIVE VOICE			
		INDICATIVE MOOD		SUBJUNCTIVE MOOD	
		PRESENT TENSE			
	SINGULAR	PLURAL	SINGULAR	PLURAL	
1st person	rapīō	rapimus	rapiam	rapīāmus	
2d person	rapis	rapitis	rapīās	rapīātis	
3d person	rapit	rapiunt	rapiat	rapiant	



## IMPERFECT TENSE

	SINGULAR	PLURAL	SINGULAR	PLURAL
1st person	rapiebam	rapiebāmus	raperem	raperēmus
2d person	rapiebās	rapiebātis	raperēs	raperētis
3d person	rapiebat	rapiebant	raperet	raperent

## FUTURE TENSE

	SINGULAR	PLURAL
1st person	rapiam	rapiemus
2d person	rapies	rapietis
3d person	rapiet	rapient

The perfect tenses of the following verbs are already familiar. Learn now the principal parts:

**fugiō, fugere, fūgi, run away, flee.**

**iaciō, iacere, iēcī, iactus, throw.**

## VOCABULARY

<b>annus, -i, M., year.</b>	<b>ita, adverb, thus, so, in this</b>
<b>avis, -is (abl. -e and -i), F.,</b>	<b>way.</b>
<b>bird.</b>	<b>humī, on the ground.</b>
	<b>neque (or nec), and . . . not.</b>

## READING LESSON

## I. Translate into English:

A. 1. Avus noster et avia multōs annōs in valle habitāvērunt. Saepe ad villam imus, ut cum eis sub arboribus sedeāmus. 2. Simiam in mare iaciāmus; avia enim in villam iam iit, neque nōs vidēre potest. 3. Nautae miserī annōs duōs in litore nostrō habitāverant; itaque iam mare cum cēteris nautis trānsire volēbant. 4. Nam lupī per agrōs fūrtim ibant, ut agricolārum equōs raperent.

*B. A Case of Poetic Justice*

“*Ōlim,*” inquit Iūlia, “in arboribus nostris avēs habitābant multae, nīdōsque ibi habēbant. Heri autem sex puerī malī in arborēs ēscendērunt; cumque nīdōs frēgissent, ōva parvāsque avis iēcērunt in terram. Tum Mārcus et eius pater, cum vēnissent in hortum, et ōva avēsque humī invēnissent, vehementer irātī agricolam vocāvērunt. Puerī autem interim ad latebrās fūgerant; Mārci enim patrem timēbant. Itaque is agricolam ad eōrum patrēs mīsīt; cumque puerī perterriti iam domum ē latebris vēnissent, avium ōva in mēnsā invēnērunt. Ea nōlēbant edere, sed patrēs timēbant. Ita poenās dedērunt.”

## II. Translate into Latin :

*A.* 1. When the boys were throwing the dog into the water, they did not see the teacher on the shore. 2. For many years the hunters have thus helped us; for wolves and bears often come stealthily from the woods and seize our horses. 3. I wanted to rush out from the cave. Quintus, however, had seen beautiful birds there, and was not willing to go home. 4. In the field strong horses were lying on the ground.

*B.* 1. “The horse had fallen into a stream,” said Marcus, “and the farmer was not able to help him.” 2. “The sailor also had come five miles through the hills,” said Quintus; “for the farmers were frightening the bears with fire, and he wanted to see them (the bears).” 3. “Do you carry books to school?” said Claudia to Julia; “we carry pens and tablets.” 4. “My brother sent the chickens to a safe place,” said the boy. “Then we hurried into the woods to kill the little foxes.”

## EXERCISE XLIX

## THE RELATIVE PRONOUN

**quī, quae, quod, who, which, that.**

	SINGULAR			PLURAL		
	<i>Masc.</i>	<i>Fem.</i>	<i>Neut.</i>	<i>Masc.</i>	<i>Fem.</i>	<i>Neut.</i>
Nom.	quī	quae	quod	quī	quae	quae
Gen.	cuius	cuius	cuius	quōrum	quārum	quōrum
Dat.	cui	cui	cui	quibus	quibus	quibus
Acc.	quem	quam	quod	quōs	quās	quae
Abl.	quō	quā	quō	quibus	quibus	quibus

REMARK. In connection with the preposition **cum**, the ablative is usually written **quōcum, quibūscum**, etc.

## MODEL SENTENCE

**Avēs, quās tenētis, meae sunt,** The birds which you hold are mine.

RULE. *The relative pronoun regularly agrees with its antecedent in number and gender. Its case depends on the structure of the clause in which it stands.*

REMARK. In the above model sentence, **avēs** is the antecedent noun. The relative is therefore plural and feminine ; but its case is determined by the fact that it is the direct object of **tenētis**.

## VOCABULARY

<b>caput, -itis, N., head.</b>	<b>capīō, capere, cēpi, captus, .</b>
<b>iter, itineris, N., journey,</b>	<b>catch, capture, get, etc.</b>
<b>road, march, etc.</b>	<b>faciō, facere, fēci, factus,</b>
	<b>make, do.</b>

## READING LESSON

I. Translate into English :

A. 1. Mare trānsire multōs annōs voluimus. 2. Vēnātōrēs, quī in silvā habitant, saepe in oppidum eunt, ut

sagittās emant. 3. Nautae, quibus vīnum dedistis, iam humi iacent ēbrii. 4. Puer, cuius canēs ursa occidit, agricolās validōs hodiē vocābit, ut ursam quoque occidant.

### B. *An Agile Monkey*

“Vēnātor,” inquit agricola, “tum filiōs vocāvit perque silvam properāre coepit. Cumque iam novem mīlia passuum iter fēcissent, subitō ē spēluncā ērūpit simia perterrita, quae celeriter in arborem magnam ad rāmum altum ēscendit. Vēnātor simiam sagittā occidere voluit; filii autem eam capere et in oppidum dūcere mālēbant; itaque in arborem ēscendere coepērunt. Sed simia interim per rāmōs parvōs in arborēs cēterās trānsibat; puerique, cum ita trānsire vellent, frēgērunt rāmōs, et in caput patris miserī cecidērunt. Interim simia ad latebrās tūtās fūgerat.”

#### II. Translate into Latin :

A. 1. Have you seen the heads and tails of the fish that I bought in town? 2. When Marcus had traveled many miles with the dogs to catch a wolf, he came to a large stream, and could not cross to the wolves' caves. 3. I see the girl whose father went with us to help the sailors. 4. When we had sat for three hours in the garden, we too went into the tent which the children had made.

B. 1. “The boy to whom I gave the berries broke the birds' nest,” said Julia. 2. “The cook is carrying a basket to the shore,” said Quintus. “There he will buy fish which the sailors have caught in the sea.” 3. “I too will go with you to-day,” said Claudia; “for I want to see the ships, and I shall not be able to go to-morrow.” 4. “The farmers were burning (*lit.* destroying with fire) the boat,” said Marcus, “because the sailors had stolen their horses from the fields.”

## EXERCISE I.

## THE FOURTH OR Ī-CONJUGATION

audiō, audire, audivi, auditus, *hear*

		ACTIVE VOICE			
		INDICATIVE MOOD		SUBJUNCTIVE MOOD	
		PRESENT TENSE			
	SINGULAR	PLURAL	SINGULAR	PLURAL	
1st person	audiō	audīmus	audiam	audiāmus	
2d person	audis	audītis	audiās	audiātis	
3d person	audit	audiunt	audiat	audiant	
		IMPERFECT TENSE			
	SINGULAR	PLURAL	SINGULAR	PLURAL	
1st person	audiēbam	audiēbāmus	audīrem	audīrēmus	
2d person	audiēbās	audiēbātis	audīrēs	audīrētis	
3d person	audiēbat	audiēbant	audīret	audīrent	
		FUTURE TENSE			
	SINGULAR	PLURAL			
1st person	audiam	audiēmus			
2d person	audiēs	audiētis			
3d person	audiet	audient			

REMARK. It will be seen at a glance that the above forms are very like the forms of the corresponding tenses of -iō verbs of the third conjugation. Note particularly, however, the varying quantity of i in the present indicative.

The perfect tenses of the following verbs are already familiar. Learn now the principal parts :

veniō, venire, vēni, ventum, *come*.  
 inveniō, invenire, invēni, inventus, *find*.

## VOCABULARY

**conveniō, convenire, convēni,** **prope,** preposition, used with **conventus, meet, come to-** the accusative case, **near.**  
*gether.*

## READING LESSON

I. Translate into English :

*A.* 1. Agricola piger, quem prope cymbam vidētis, nōs audit. Eāmus in hortum, eiusque corbulās saxīs frangāmus. 2. Cūr ad litus voluistis mittere equōs, quōs ego ex agrīs dūxeram? 3. Īstine ad cymbam, ut ibi convenirēs nautās, eōrumque corbulās ad villam ferrēs? 4. Itaque humī sedēbant puerī quoque; nautae enim rapuerant subsellia, eaque ignī cōsūmpserant. 5. Librōsne Mārcus in magistrum iacere voluit? Quid fēcerat magister?

*B. The Wolf and the Fox*

Ōlim in silvā lupus vulpēculam convēnit, cumque eā in agrōs iter facere coepit, ut agricolārum gallinās raperet. Subitō autem vēnātōrēs magnōsque canēs audiunt. Tum lupus perterritae vulpēculae “Tū in arborem ēscendere potes,” inquit. “Ego in spēluncam fugiam.” Itaque cum vulpēcula misera in arborem ēscendere vellet neque posset, lupus celeriter cucurrit in spēluncam et in foliis latuit. Vēnātōrēs interim ad arborem vēnerant vulpēculamque sagittis iam occidēbant. Tum lupus, cum id audivisset, subitō ē spēluncā ērūpit et vehementer terruit vēnātōrēs, qui cum canibus celeriter per silvam fūgērunt. Ita lupus vulpēculam dēfessam adiūvit.

II. Translate into Latin :

*A.* 1. Let's meet the boys in the fields near the cave; for they have gone to the tall tree to find the little foxes' hiding place. 2. When the farmers heard this, they

called six children to whom the sailor had given ravens.  
 3. To-morrow I shall go into the valley to meet the hunters, who have traveled many miles through the woods to buy horses. 4. *I* did not want to catch the birds. But the boys who had come with us into the garden climbed into the trees and threw stones into their nests.

*B.* 1. "Let's run away to the shore," said Marcus to the other children. "Your sisters are in the tent, and they cannot hear us." 2. "We shall soon meet the hunter who lives in the woods," said the teacher. "He often sits here in the shade to kill the wolves which come from the caves to steal the farmers' children. Once he was able thus to catch a little bear, which he brought into the town. There three sailors bought the bear and led it to (their) ship."

## EXERCISE LI

## THE IMPERATIVE MOOD

## PRESENT TENSE      ACTIVE VOICE

The present tense of the imperative of Latin verbs is found only in the second person, singular and plural.

## REGULAR VERBS

	SINGULAR	PLURAL
<b>vocō</b>	vocā	vocāte
<b>habēō</b>	habē	habēte
<b>mittō</b>	mitte	mittite
<b>rapiō</b>	rape	rapite
<b>audiō</b>	audi	audite

REMARK. Two regular verbs already familiar (**ducō**, **faciō**) and one yet to be taken up (**dicō**), lose final e in the singular of the present imperative active, appearing there as **dic**, **duc**, **fac**.

## IRREGULAR VERBS

	SINGULAR	PLURAL
eō	ī	īte
ferō	fer	ferte
nōlō	nōlī	nōlite
sum	es	este

REMARK. In the inflection of *mālō*, *volō*, and *possum*, the imperative mood is lacking.

## VOCABULARY

*mortuus*, -a, -um, *dead*.      *secūris*, -is (abl. -i), F., *ax*,  
*battle ax*.

## MODEL SENTENCE

**Nōlī** (Nōlite) *id facere*, Don't do it.

RULE. *The negatived imperative of English may be represented in Latin by the present infinitive depending on the imperatives nōlī or nōlite. This is the principal way of expressing Prohibition in Latin.*

## READING LESSON

I. Translate into English :

A. 1. Nōlite frangere caput canis miserī, puerī. Ōlim, cum in aquam cecidissem, is mē adiūvit. 2. Aquam in hortum celeriter fer, Quīnte; ignis enim iam in folia cecidit. 3. In umbrā prope tabernāculum duās hōrās sedēte. Tum ego veniam, ut vōs domum dūcam. 4. Avium nidōs, quī diū humī iacuerant, Mārcus tum in rāmīs collocābat.

B. *A Cautious Thief*

Ōlim sīmia in arbore altā habitābat. Sub arbore erat spēlunca, in quam multae vulpēculae saepe ūvās gallinās-



que tulērunt. Simia ūvās rapere voluit; vulpēculās autem timēbat. Itaque corvō “Tū in spēluncam ī,” inquit, “ūvāsque vulpēculārum rape.” Corvus autem, quī in arbore tūtus sedēre mālēbat, “Lupum vocābō,” inquit, “ut is ūvās gallināsque rapiat.” Tum simia irāta rāmum iēcit in caput corvī, quī miser ex arbore mortuus in spēluncam cecidit. Id cum audivissent, vulpēculae perterritae ē spēluncā in latebrās tūtās celeriter fūgērunt. Interim simia mala in spēluncam laeta properāvit, ūvāsque rapuit.

## II. Translate into Latin :

*A.* 1. Seize the axes which I threw into the tent, boys, and hurry into the fields to kill the bear. 2. Don't go to the shore, girls. I will come to the farmhouse and meet you there. 3. Send the farmer to me, Marcus. We want to catch the raven, and cannot find its cage. 4. When the wolf heard the dogs, he also crossed the stream; but there the farmer killed him with an ax.

*B.* 1. “Don't frighten us,” said Julia to the boys; “for we are carrying dishes, and do not want to break them.” 2. “When we saw the dead sailor in the woods,” said Marcus, “we ran to the farmhouse; for the girls were much frightened. But there we met the hunters whom you saw yesterday near the stream.” 3. “Our sisters will carry the eggs,” said Claudia, “and the farmer has gone to the field to call (his) sons to carry the other baskets.”

## EXERCISE LII

## ADJECTIVES OF THE THIRD DECLENSION

## I-STEMS

**fortis, -is, -e, brave**

	SINGULAR			PLURAL		
	<i>Masc.</i>	<i>Fem.</i>	<i>Neut.</i>	<i>Masc.</i>	<i>Fem.</i>	<i>Neut.</i>
Nom.	fortis	fortis	forte	fortēs	fortēs	fortia
Gen.	fortis	fortis	fortis	fortium	fortium	fortium
Dat.	fortī	fortī	forti	fortibus	fortibus	fortibus
Acc.	fortem	fortem	forte	fortis	fortis	fortia
				fortēs	fortēs	
Abl.	forti	forti	forti	fortibus	fortibus	fortibus

**ācer, -cris, -cre, fierce, keen, etc.**

Nom.	ācer	ācris	ācre	ācrēs	ācrēs	ācria
Gen.	ācris	ācris	ācris	ācrium	ācrium	ācrium
Dat.	ācrī	ācrī	ācrī	ācribus	ācribus	ācribus
Acc.	ācrem	ācrem	ācre	ācris	ācris	ācria
				ācrēs	ācrēs	
Abl.	ācrī	ācrī	ācrī	ācribus	ācribus	ācribus

REMARK. It will be noted that the masculine and feminine forms of **fortis** are identical throughout. The same thing is true of **ācer**, excepting in the nominative singular.

## VOCABULARY

**ācritē**, adverb, *fiercely*.      **pugnō, pugnāre, pugnāvī,**  
**fortiter**, adverb, *bravely*.      **pugnātum, fight.**

## READING LESSON

I. Translate into English :

A. 1. Ursās, cum diū ācritēque pugnāvissent, vēnātor fortis secūri occidit.    2. Properēmus ad lūdum, ut in

viā Mārcum conveniāmus. 3. Cum vēnātōrem mortuum vidissēs, cūr nōn ad litus cucurristi, ut nautās fortis vocārēs? 4. In hortum fortiter properāte, puellae, lupumque terrēte; mox enim agricolae ex agris cum canibus venient.

### *B. The Undutiful Sons*

Prope silvam magnam cum tribus filiis validis habitābat agricola, quī agrōs multōs habēbat equōsque pulchrōs. Olim, cum in agrōs iret dēfessus, pueris "Mēcum venite," inquit, "equōsque ad aquam dūcite." Puerī autem in umbrā humi mālēbant iacēre, nec patrem adiuvāre volēbant. Itaque, cum agricola iam ex hortō īsset, corvus, quī pigrōs filiōs sub arboribus viderat, ē silvā ursam vocāvit, quae laeta ē spēluncā properāvit, ut puerōs raperet. Eī miserī, cum ursam vidissent, perterriti fugere nōn potuerunt; paterque mox sub arboribus filiōs invēnit mortuōs. Ita puerī malī poenās dedērunt.

#### II. Translate into Latin :

*A.* 1. The wolves will come stealthily from the woods to eat your monkey, boys. 2. Don't fight, sailors. The farmers whom Marcus has called are coming from the valley; I can hear their dogs. 3. The girls were in the yard, and they did not see the wolf. 4. The boys whose fathers you met yesterday will soon go to the shore to catch fish.

*B.* 1. "The brave sailors whom my brother helped," said Quintus, "have gone to the woods to find the wolf." 2. "Marcus had begun to be unwilling to go," said Claudia; "but when he heard the sea, he ran quickly to the boat which the sailor had given to my sisters." 3. "Run to the farmhouse, children," said the farmer. "I saw a bear in the woods to-day, and could not kill it."

4. "Don't be afraid of the drunken sailors, boys," said the teacher. "They cannot frighten the dogs, which are now coming bravely from the field."

## EXERCISE LIII

## THE FOURTH OR U-DECLENSION

**exercitus, m., army**

	SINGULAR	PLURAL
Nominative	exercitus	exercitūs
Genitive	exercitūs	exercituum
Dative	exercitui	exercitibus
Accusative	exercitum	exercitūs
Ablative	exercitū	exercitibus

REMARK. Note that in the ending of the nominative singular the u is short, whereas it is long in the -us of the genitive singular and of the nominative and accusative plural.

Gender. Nouns of the fourth declension in -us are masculine or (rarely) feminine. For the inflection of neuters, see Summary of Forms, page 194.

## VOCABULARY

<b>fluctus, -ūs, m., wave.</b>	<b>lūdō, lūdere, lūsī, lūsum,</b>
<b>impetus, -ūs, m., attack.</b>	<i>play.</i>
<b>imperātor, -ōris, m., general,</b>	<b>parō, parāre, parāvī, parātus,</b>
<i>commander.</i>	<i>prepare.</i> Sometimes con-
<b>abscidō, abscidere, abscidi,</b>	strued with the present
<b>abscisus, cut off.</b>	infinitive.

## THE IMPERFECT OF CUSTOMARY PAST ACTION

In addition to the use already familiar, the imperfect indicative is often employed to describe a repeated past action; *e.g.*, **Ē silvā ursae in agrōs veniēbant,** *Bears used to*



EXERCITUS ITER FACIT

The above picture carved on a monument represents a division of the Roman army crossing the Danube on a bridge of boats. The commander in chief (*imperātor*), who leads the column, does not appear in that part of the carving here shown; but two subordinate commanders can be seen, one already come to land, the other still upon the bridge.

*come from the forest into the fields, or Bears would come from the forest into the fields.* From now on in the Exercises this use of the imperfect will occasionally be illustrated.

## READING LESSON

## I. Translate into English :

A. 1. Imperātor autem exercitum fortem ē silvā ad lītus dūxit, ibique in nautās malōs impetum ācrem fēcit. 2. Vōs quoque, agricolae, nōlīte timēre, sed fortiter ad villam currite; nōs enim interim nautās vocābimus et in vallem mittēmus. 3. Prope īnsulam fluctūs sunt magnī, nautaeque ibi saxa timent. 4. Agricolārū filiae humī collocāvērunt avium nidōs, eōsque ignī cōsūmpsērunt; interim puerī corvī caveam pulchram in mare iēcērunt.

*B. The Repentant Brother*

In villā habitābant puer et puella, quōrum māter diū mortua erat. Pater saepe per silvam ibat in oppidum; interim liberī prope villam lūdēbant. Ōlim, cum puella in āreā esset, frāter malus eius pūpae caput abscidit. Itaque puella vehementer irāta in silvam properāvit, neque eam frāter invenire potuit. Mox ē silvā vēnit agricolae filius, quī ibi lupum magnum viderat. Tum frāter perterritus cum cane validō in silvam celeriter cucurrit, ut sorōrem inveniret. Ibi humī iacēbat puella dēfessa, eamque edere lupus parābat. Sed canis fortis, cum id vidisset, in lupum fortiter fēcit impetum. Ita caput lupī, cum is ācritur cum cane pugnāret, puer secūrī frēgit.

## II. Translate into Latin :

A. 1. When the farmers whom the general had called came to the shore, they wanted to cross to the island; but they could not, because the waves were high (*lit.* great).

2. Let's cut off the fishes' tails and throw them into the water; the other fishes will eat them. 3. The cook is preparing dinner. Let's play now in the shade. I will call the fat boy whom we met to-day on the shore.

*B.* 1. "The general was preparing to burn the ship," said the sailor. "But *we* did not want to do it; and so he sent the farmers to call the other sailors." 2. "When the children were playing on the shore," said Julia, "the waves destroyed their boat." 3. "However," said Marcus, "the bear made a fierce attack upon the dogs; for there were three little bears in the cave." 4. "Why did you cut off my doll's head, Quintus?" cried Claudia. "I'll go into the woods, and the bears will eat me there." "Don't run into the woods," said Quintus. "I'll not kill the other dolls."

## EXERCISE LIV

### THE PASSIVE VOICE

#### PERFECT TENSES

Verbs of all conjugations form the passive of the perfect, pluperfect, and future perfect tenses in the same way, namely, by adding to the perfect passive participle (the fourth principal part) certain forms of *sum*. One model, therefore, suffices for all conjugations; *e.g.*:

**vocō, vocāre, vocāvī, vocātus**

#### PASSIVE VOICE

##### PERFECT TENSE

	INDICATIVE	SUBJUNCTIVE
	SINGULAR	SINGULAR
1st person	vocātus <b>sum</b>	vocātus <b>sim</b>
2d person	vocātus <b>es</b>	vocātus <b>sis</b>
3d person	vocātus <b>est</b>	vocātus <b>sit</b>

INDICATIVE		SUBJUNCTIVE	
PLURAL		PLURAL	
1st person	vocāti sumus	vocāti simus	
2d person	vocāti estis	vocāti sitis	
3d person	vocāti sunt	vocāti sint	
PLUPERFECT TENSE			
SINGULAR		SINGULAR	
1st person	vocātus eram	vocātus essem	
2d person	vocātus erās	vocātus essēs	
3d person	vocātus erat	vocātus esset	
PLURAL		PLURAL	
1st person	vocāti erāmus	vocāti essēmus	
2d person	vocāti erātis	vocāti essētis	
3d person	vocāti erant	vocāti essent	
FUTURE PERFECT INDICATIVE			
SINGULAR		PLURAL	
1st person	vocātus erō	vocāti erimus	
2d person	vocātus eris	vocāti eritis	
3d person	vocātus erit	vocāti erunt	

REMARK. Note that the participle *vocātus* is declined in the same way as *bonus*, and that it agrees in number and gender with the subject of the sentence. For convenience, only the masculine forms are given above; but any gender might be called for, as, *Claudia vocāta est, puellae vocātae sunt*, etc.

With *vocō* as a model, form the perfect, pluperfect, and future perfect tenses of *habeō*, *mittō*, *ferō*, *rapiō*, and *audiō*.

## VOCABULARY

<i>bellum</i> , -i, N., <i>war</i> .	<i>pāx</i> , <i>pācis</i> , F., <i>peace</i> .
<i>hostis</i> , -is (abl. -e), M. and F., <i>enemy</i> .	<i>gerō</i> , <i>gerere</i> , <i>gessi</i> , <i>gestus</i> , <i>wage, carry on, do</i> .
<i>accipiō</i> , <i>accipere</i> , <i>accēpi</i> , <i>ac-</i> <i>ceptus</i> , <i>receive, accept, take</i> .	<i>remittō</i> , <i>remittere</i> , <i>remisi</i> , <i>remissus</i> , <i>send back</i> .



## READING LESSON

## I. Translate into English:

A. 1. Hostium imperātor nōbiscum iam octō annōs bellum gesserat, neque capta erant oppida nostra. 2. Sorōrēs meae, cum in silvam īssent, subitō in ursārum spēluncam cecidērunt, et ita occīsae sunt. 3. Cum sex mīlia passuum iter fēcissēmus, ad locum idōneum vēnimus; moxque sub arboribus latuerāmus, ut corvōs caperēmus.

*B. A Traitorous Schoolmaster*

Multi pueri parvi, quōrum patrēs tum fortiter cum hostibus bellum gerēbant, cum magistrō ex oppidō in agrōs vēniēbant, ut ibi lūderent. Saepe ita fēcērant; sed ōlim, cum multa milia passuum per agrōs īssent, subitō magister malus puerōs perterritōs ad hostium exercitum dūxit, eōsque imperātōri dedit. Is autem irātus nōlēbat accipere puerōs, qui ita ad eum ducti erant. Itaque magistrum in oppidum, puerōs domum remisit. Ibi cum magister poenās dedisset, pāx cum hostium imperātōre bonō facta est.

## II. Translate into Latin:

A. 1. Do not make peace with the enemy. 2. We have been sent back from the hills to the shore, and cannot help our fathers and mothers, who are living in the valley. 3. When war had been waged five years, the generals of the enemy marched stealthily many miles through the forest to burn our town. 4. Were your cups broken, cook? For when I was crossing a stream, the basket suddenly fell into the water.

B. 1. "The monkey was unwilling to receive the little fox into the cage," said the sailor; "and so they fought fiercely for a long time." 2. "Once," said the teacher,

“a great ship was broken there by the waves. On the shore were strong farmers who wanted to help the poor sailors, and could not.” 3. “The doves upon which the raven made a fierce attack,” said the farmer, “were killed; they are now lying on the ground near the farmhouse.” “Let’s carry them to the woods,” said Marcus, “and throw them into the bears’ den.”

EXERCISE LV

PRONOUN OF IDENTITY AND INTENSIVE PRONOUN

**idem, eadem, idem, the same**

SINGULAR

	<i>Masc.</i>	<i>Fem.</i>	<i>Neut.</i>
Nom.	<b>idem</b>	<b>eadem</b>	<b>idem</b>
Gen.	<b>eiusdem</b>	<b>eiusdem</b>	<b>eiusdem</b>
Dat.	<b>eīdem</b>	<b>eīdem</b>	<b>eīdem</b>
Acc.	<b>eundem</b>	<b>eandem</b>	<b>idem</b>
Abl.	<b>eōdem</b>	<b>eādem</b>	<b>eōdem</b>

PLURAL

	<i>Masc.</i>	<i>Fem.</i>	<i>Neut.</i>
Nom.	<b>eīdem</b> <b>iīdem</b> <b>idem</b>	<b>eaedem</b>	<b>eadem</b>
Gen.	<b>eōrundem</b>	<b>eārundem</b>	<b>eōrundem</b>
Dat.	<b>eīsdem</b> <b>iīsdem</b> <b>isdem</b>	<b>eīsdem</b> <b>iīsdem</b> <b>isdem</b>	<b>eīsdem</b> <b>iīsdem</b> <b>isdem</b>
Acc.	<b>eōsdem</b>	<b>eāsdem</b>	<b>eadem</b>
Abl.	<b>eīsdem</b> <b>iīsdem</b> <b>isdem</b>	<b>eīsdem</b> <b>iīsdem</b> <b>isdem</b>	<b>eīsdem</b> <b>iīsdem</b> <b>isdem</b>

**ipse, ipsa, ipsum, himself, herself, itself, etc.**

	SINGULAR			PLURAL		
	<i>Masc.</i>	<i>Fem.</i>	<i>Neut.</i>	<i>Masc.</i>	<i>Fem.</i>	<i>Neut.</i>
Nom.	ipse	ipsa	ipsum	ipsī	ipsae	ipsa
Gen.	ipsius	ipsius	ipsius	ipsōrum	ipsārum	ipsōrum
Dat.	ipsī	ipsī	ipsī	ipsis	ipsis	ipsis
Acc.	ipsum	ipsam	ipsum	ipsōs	ipsās	ipsa
Abl.	ipsō	ipsā	ipsō	ipsis	ipsis	ipsis

REMARK 1. Note that **idem** is a compound of **is, ea, id**.

REMARK 2. In connection with a verb in the first or second person, **ipse** means "myself," "yourself," etc.; e.g., **Ipsī ad litus properāvimus, We ourselves hurried to the shore.**

NOTE. These and several other pronouns may be used either as adjectives or nouns. In translating the neuter nominative and accusative of pronouns used as nouns, it is often necessary to supply the word "thing"; e.g., **Idem vidēmus, We see the same (thing), Eadem audivērunt, They heard the same (things), etc.**

#### VOCABULARY

**flūmen, -inis, n., river.**  
**miles, -itis, m., soldier.**

**statim, adverb, at once, immediately.**

#### READING LESSON

I. Translate into English :

A. 1. Hostēs iam puerōs puellāsque occidēbant; nōs idem faciēbāmus. 2. Ipsius imperātōris filius in agris occisus est; tum pater statim pācem nōbiscum fēcit. 3. Caput militis fortis abscisum est, et in oppidum remissum. 4. Nōli fugere, Quīnte, sed fortiter parvās ursās rape; nōs enim ursās cēterās terrēbimus.

*B. A Soldier off Duty*

“Ōlim,” inquit avus meus, “vĕnĕator ē silvā vĕnit in oppidum, ut secūrēs trīs emeret. Cum autem domum iret, miles ēbrius, quī sub arbore altā sedēbat, in eum subitō impetum ācrem fĕcit, secūrēsque rapere voluit. Tum vĕnĕator vehementer irātus hōrās duās cum milite ācritter pugnāvit, nec eum occidere potuit. Interim autem in silvam vĕnerat imperātor ipse; quī statim, cum militem vidisset ēbrium, vĕnĕatōrem adiūvit, militemque in oppidum remisit, ut ibi poenās daret.”

## II. Translate into Latin :

*A.* 1. Let us at once send back the general himself ; for peace has now been made with the enemy. 2. The sons of the general were received, but his daughters were sent back to the ship. 3. The boat has been thrown upon the rocks by the waves. The tired sailors themselves will carry it to the river. 4. The war had been waged many years; but the enemy were now preparing to make peace.

*B.* 1. “Bring the same boys to me, Quintus,” said the soldier; “I want to send them back to their brave fathers.” 2. “What then was done,” asked Quintus, “when the army had made a fierce attack upon the town, and had not been able to break the gate?” 3. “The farmers would cut off the horses’ tails,” said Claudia. “Then the horses were not pleased.” 4. “When we were playing near the river,” said Julia, “we heard the same drunken sailor who frightened the girls yesterday; and so we ran at once to the farmhouse.”

## EXERCISE LVI

THE FIRST OR  $\bar{A}$ -CONJUGATION**vocō**

## PASSIVE VOICE

## INDICATIVE MOOD

## SUBJUNCTIVE MOOD

## PRESENT TENSE

	SINGULAR	PLURAL	SINGULAR	PLURAL
1st person	vocor	vocāmur	vocer	vocēmur
2d person	vocāris	vocāmini	vocēris	vocēmini
	vocāre		vocēre	
3d person	vocātur	vocantur	vocētur	vocentur

## IMPERFECT TENSE

	SINGULAR	PLURAL	SINGULAR	PLURAL
1st person	vocābar	vocābāmur	vocārer	vocārēmur
2d person	vocābāris	vocābāmini	vocārēris	vocārēmini
	vocābāre		vocārēre	
3d person	vocābātur	vocābantur	vocārētur	vocārentur

## FUTURE TENSE

	SINGULAR	PLURAL
1st person	vocābor	vocābimur
2d person	vocāberis	vocābimini
	vocābere	
3d person	vocābitur	vocābuntur

## IMPERATIVE MOOD: PRESENT TENSE

	SINGULAR	PLURAL
2d person	vocāre	vocāmini

## PRESENT INFINITIVE

vocāri

REMARK 1. As a preliminary to learning the above forms of the indicative and subjunctive, note (1) that everywhere in the third persons the passive is formed by adding -ur to the corresponding active forms ; and (2) that in the first persons r is either added to final ō of the corresponding active forms (with shortening of the ō), or substituted there for final m or s.

REMARK 2. Observe the relation which the forms of the present imperative bear to those of the second persons of the present indicative.

## VOCABULARY

**nox**, **noctis**, f., *night*.      **castra**, -ōrum, n., *camp*.

REMARK. In the plural, **nox** has I-stem endings.

## MODEL SENTENCE

**Ursae enim ā vĕnātōre occisae erant**, For the bears had been killed by the hunter.

RULE. *With a passive verb, the doer is indicated by the ablative case introduced by the preposition ā, ab. This construction is known as Ablative of the Agent.*

REMARK 1. The ablative of agency must be distinguished carefully from the ablative without a preposition as used to tell the means by which a thing is accomplished ; e.g., **Ursae enim secūri occisae erant**, *For the bears had been killed with an ax.* Here the doer is not mentioned at all ; but the means by which the act was done is indicated by **secūri**.

REMARK 2. The two forms of the preposition ā, ab are identical in meaning. The form **ab** is to be used when the following ablative begins with a vowel or h.

## READING LESSON

I. Translate into English :

A. 1. Nam milites, quī ad flūmen ierant, ibi statim ab hostibus eisdem captī sunt.      2. Parābāsne vulpēculās in



BUILDING A RAMPART

Roman soldiers were trained to work as well as to fight, and on campaigns, even under ordinary circumstances, they had much fortifying to do. For when the army halted in the open country even for a night, a well-ordered camp (*castra*) had to be laid out and surrounded by a wall of fortification. The above illustration represents another carving on the monument referred to in connection with Exercise LIII.

silvam remittere? Mārcus ipse in corbulā eās collocābit et in silvam feret. 3. Cūr bellum ā militibus nostrīs sex annōs cum hostibus fortibus gestum erat? 4. Imperātor idem, quia pācem nōbīscum facere nōn potuerat, flūmen statim trānsiit, ut ā cēterīs hostibus adiuvārī posset.

### *B. The Brave Soldiers*

Puerī trēs in villā prope flūmen magnum habitābant, ibique piscīs pulchrōs saepe cēpērunt. Sed ōlim, cum in rūpā corbulae cum piscibus collocātae essent, subitō ē silvā ērūpīt ursa parva, quae terruit puerōs, piscēsque rapere coepit. Sed iam pater ipse puerōrum ex agrīs properābat, ut ursam occīderet; quae perterrita in arborem ēscendit, moxque in rāmō magnō sedēbat. Statim autem agricola quoque ēscendit, rāmumque abscīdere parābat. Itaque ursa, cum in rāmōs cēterōs trānsīre vellet, ad terram in caput cecidit, et ā canibus occīsa est. Tum militēs trēs, quī in umbrā interim latuerant, iam fortiter ē latebrīs properāvērunt, caputque ursae abscīdērunt; quod mox tulērunt in castra imperātōrique dedērunt.

## II. Translate into Latin:

*A.* 1. Let's send back the nests to the farmhouse, so that they may be given at once to the little girls. 2. When the soldiers were being called to camp by the general, the enemy quickly crossed the river with a large army and burned our ships. 3. Don't sit on the dolls' table, boys; Quintus broke it yesterday. 4. When we had hurried home from the woods, in order that the wolf which we had caught might be at once placed in a cage, the farmer refused to receive him; and we could not send the wolf back to the woods, because it was now night.



*B.* 1. "Let's hurry to camp at once," said the same soldiers; "for the enemy will soon cross the river, and we are afraid of the night." 2. "When a fierce attack had been made by the enemy on our army," said our grandmother, "the other soldiers fled into the woods; but your grandfather, who was a general, himself traveled many miles through the night to a small camp, to warn the sailors who had been sent from the other islands to the shore."

## EXERCISE LVII

## INDEFINITE PRONOUN

**quidam, quaedam, quoddam, (a) certain**

	SINGULAR		
	<i>Masc.</i>	<i>Fem.</i>	<i>Neut.</i>
Nom.	<b>quidam</b>	<b>quaedam</b>	<b>quoddam</b>
Gen.	<b>cuiusdam</b>	<b>cuiusdam</b>	<b>cuiusdam</b>
Dat.	<b>cuidam</b>	<b>cuidam</b>	<b>cuidam</b>
Acc.	<b>quendam</b>	<b>quandam</b>	<b>quoddam</b>
Abl.	<b>quōdam</b>	<b>quādam</b>	<b>quōdam</b>
	PLURAL		
	<i>Masc.</i>	<i>Fem.</i>	<i>Neut.</i>
Nom.	<b>quidam</b>	<b>quaedam</b>	<b>quaedam</b>
Gen.	<b>quōrundam</b>	<b>quārundam</b>	<b>quōrundam</b>
Dat.	<b>quibusdam</b>	<b>quibusdam</b>	<b>quibusdam</b>
Acc.	<b>quōsdam</b>	<b>quāsdam</b>	<b>quaedam</b>
Abl.	<b>quibusdam</b>	<b>quibusdam</b>	<b>quibusdam</b>

NOTE. The above pronoun is here treated as an adjective. When it is used as a noun, the nominative and accusative singular of the neuter take the form **quiddam**, *a certain (thing)*.

REMARK. As an aid to the memory, note the close relation between the forms of **quidam** and those of the relative **quī**.

## VOCABULARY

**nūbēs, -is** (abl. **-e**), *f.*, *cloud.*    **āter, -tra, -trum**, *black, dark.*  
**igitur**, postpositive conjunction, *therefore.*    **māne**, adverb, *in the morning, early.*

## READING LESSON

## I. Translate into English :

*A.* 1. Militēs idem ad castra māne ibunt, ut ab imperātore ipsō adiuventur. 2. Tum imperātor fortis cum exercitū parvō statim flūmen quoddam trānsiit, et per noctem in hostium agrōs iter fēcit. 3. Eāmus in silvam, ut avium nidōs inveniāmus. Validōs puerōs vocā, Quīnte. 4. Equī ātrī, cum ā milite quōdam ad flūmen ductī essent, in aquam celeriter cucurrerunt.

*B. A Stolen Picnic*

In lūdō quōdam cum magistrō habitābant puerī pauci. Ōlim, cum iam nox esset magisterque in lectō iacēret, puerī fūrtim ē lūdō ierunt in agrōs, mālaque agricolārum multa rapuerunt. Tum, cum rivum trānsissent ad insulam parvam, prope ignem, quem ē rāmīs fēcerant, mox humi iacēbant, ut māla ederent. Sed subitō in caelō erant multae nūbēs ātrae, neque lūnam iam vidēre poterant puerī; quī igitur perterritī per noctem domum currere coepērunt. Ita duo, quī obēsī erant, in rivum cecidērunt, māneque mortuī inventī sunt. Cēterī autem, ut poenās darent, ā magistrō missī sunt ad agricolās, quōrum māla rapuerant.

## II. Translate into Latin :

*A.* 1. When the girls went into the yard to call the boys, they saw black clouds in the sky. 2. Therefore certain soldiers hastened to the farmhouse, and seized the

horses which had been captured by the enemy. 3. While the farmer himself was being called by the sailor, his sons were preparing to send horses to the camp. 4. The enemy had now done the same thing; and so we wanted to make peace with them at once.

*B.* 1. "While the dogs were playing in the yard near the farmhouse," said Marcus, "a wolf came stealthily into the garden and made a fierce attack upon the little bear." 2. "Let's run bravely into the water," said Quintus; "for the boat has been filled with the waves, and the girls are thoroughly frightened." 3. "In the morning," said the sailor, "we shall send certain hunters to the same place to meet the other generals." 4. "Our general," said my grandfather, "had refused to receive the brave sailors and farmers. And so a certain farmer's son hurried through the night to the camp of the enemy, and led soldiers to the shore to capture our ships."

## EXERCISE LVIII

THE SECOND OR  $\bar{E}$ -CONJUGATION**habeō**

## PASSIVE VOICE

## INDICATIVE MOOD

## SUBJUNCTIVE MOOD

## PRESENT TENSE

	SINGULAR	PLURAL	SINGULAR	PLURAL
1st person	habeor	habēmur	habear	habeāmur
2d person	habēris	habēmini	habeāris	habeāmini
	habēre		habeāre	
3d person	habētur	habentur	habeātur	habeantur

## IMPERFECT TENSE

	SINGULAR	PLURAL	SINGULAR	PLURAL
1st person	habēbar	habēbāmur	habērer	habērēmur
2d person	habebāris habēbare	habēbāmini	habērēris habērere	habērēmini
3d person	habēbātur	habēbantur	habērētur	habērentur

## FUTURE TENSE

	SINGULAR	PLURAL
1st person	habēbor	habēbimur
2d person	habēberis habēbere	habēbimini
3d person	habēbitur	habēbuntur

## IMPERATIVE MOOD: PRESENT TENSE

	SINGULAR	PLURAL
2d person	habēre	habēmini

## PRESENT INFINITIVE

habēri

REMARK. In memorizing these forms, note the correspondences between active and passive which were pointed out in Exercise LVI.

## VOCABULARY

**longē**, adverb, *far (away)*. **iubeō**, **iubēre**, **iussi**, **iussus**, **lūx**, **lūcis**, *F.*, *light*. **command**, **order**. Construed with the accusative and present infinitive.

REMARK I. In previous Exercises several verbs have been mentioned as construed with the present infinitive; e.g., **possum**, **mālō**, etc. The meaning of some of these verbs is such that (as in the case of **iubeō** above) the dependent infinitive may have a subject accusative. Thus we may say either **Iubeō tē ire**, *I order you to go*, or **Volō tē ire**, *I want you to go*.

REMARK 2. The genitive plural of *lūx* is lacking, and the ending of the accusative plural is *-ēs* or *-īs*.

READING LESSON

I. Translate into English :

A. 1. Nam ā pueris isdem nōn terrēbor. 2. Corbulae bācīs complēbantur. 3. Nōlī pueris sagittās dare; eōs enim longē in silvam ire nōlumus. 4. Militēs igitur iussērunt nautās dēfessōs in ignem rāmōs iacere, ut in litore magna esset lūx. 5. In militēs, cum per vallem iter facerent, eōrundem agricolārum canēs fortiter impetum fēcērunt.

B. *Lost in the Cave*

“Ōlim,” inquit avia mea, “puer et puella parva ex hortō fūrtim in silvam iērunt, ut rīvum flōrēsque vidērent. Ibi autem spēluncam invēnērunt magnam, in quam laetī cucurrērunt, ut in umbrā lūderent; ursae enim ab eis nōn timēbantur. Cum ibi diū lūsissent, puer subitō longē in spēluncam fūgit, puellaque, quae eum capere volēbat, quoque per spēluncam properāvit. Diū cucurrērunt; sed iam viam vidēre nōn poterant, quia in spēluncā erat nox ātra. Humi igitur perterriti sēdērunt. Mox autem puella lūcem parvam longē vīdit; cumque tria mīlia passuum ad eum locum iter fēcissent, subitō ē spēluncā in litus vērunt.”

II. Translate into Latin :

A. 1. The general wanted certain soldiers to carry baskets into the fields to be filled with apples by the farmers. 2. Therefore let us send the hunter himself at once to the camp. For the enemy have crossed the river, and will make an attack in the morning. 3. Once, when the night was dark, certain sailors fled from the town and ran to the river, so that the enemy might be warned. 4. The

general ordered the same soldiers to cross the river and take our camp.

*B.* 1. "The enemy were then fighting fiercely with us," said a certain soldier; "but our general ordered us to make an attack at once on the camp also." 2. "While the boats were being filled with fish," said the hunter, "certain farmers stole the sailors' horses, which had been led far into the fields." 3. "Many soldiers had been killed by the enemy," said my father. "But it was now dark night; and so the others fled from the forest, and were carried to the island by ship."

## EXERCISE LIX

THE FIFTH OR  $\bar{E}$ -DECLENSION

	<i>diēs</i> , M., <i>day</i>		<i>rēs</i> , F., <i>circumstance, thing</i>	
	SINGULAR	PLURAL	SINGULAR	PLURAL
Nominative	<i>diēs</i>	<i>diēs</i>	<i>rēs</i>	<i>rēs</i>
Genitive	<i>diēi</i>	<i>diērum</i>	<i>rei</i>	<i>rērum</i>
Dative	<i>diēi</i>	<i>diēbus</i>	<i>rei</i>	<i>rēbus</i>
Accusative	<i>diem</i>	<i>diēs</i>	<i>rem</i>	<i>rēs</i>
Ablative	<i>diē</i>	<i>diēbus</i>	<i>rē</i>	<i>rēbus</i>

**Gender.** Nouns of the fifth declension are feminine. Even *diēs*, which is an exception to this rule, is sometimes feminine in the singular.

## VOCABULARY

## CARDINAL NUMERALS

<i>ūnus</i> , -a, -um, <i>one</i> .	<i>sēdecim</i> , <i>sixteen</i> .
<i>ūndecim</i> , <i>eleven</i> .	<i>septendecim</i> , <i>seventeen</i> .
<i>duodecim</i> , <i>twelve</i> .	<i>duodēviginti</i> , <i>eighteen</i> .
<i>tredecim</i> , <i>thirteen</i> .	<i>ūndēviginti</i> , <i>nineteen</i> .
<i>quattuordecim</i> , <i>fourteen</i> .	<i>viginti</i> , <i>twenty</i> .
<i>quindecim</i> , <i>fifteen</i> .	<i>Indi</i> , -ōrum, M., <i>Indians</i> .

With the exception of **ūnus**, the above cardinal numerals are indeclinable. The plural of **ūnus** is regular, but the singular is inflected as follows:

	<i>Masculine</i>	<i>Feminine</i>	<i>Neuter</i>
Nominative	ūnus	ūna	ūnum
Genitive	ūnius	ūnius	ūnius
Dative	ūnī	ūnī	ūnī
Accusative	ūnum	ūnam	ūnum
Ablative	ūnō	ūnā	ūnō

There are in Latin eight other adjectives declined in the genitive and dative singular after the fashion of **ūnus**. Although not all of these words are to be here used, the full list should be memorized once for all; namely, **alius**, **alter**; **ūllus**, **nūllus**; **uter**, **neuter**; **sōlus**, **tōtus**, **ūnus**. See also Summary of Forms, page 197.

NOTE. When strengthened by the adverb **ūnā**, the preposition **cum** is often well rendered by "together with," "along with," etc.; e.g., **Nāvēs ūnā cum cymbis ad insulam missae sunt**, *The ships, together with the boats, were sent to the island.*

### Is, ea, id AS AN ADJECTIVE

The personal pronoun **is**, **ea**, **id**, "he," "she," "it," may also be used as an adjective meaning "this"; e.g., **is diēs**, *this day*; **ea rēs**, *this circumstance*, etc.

### READING LESSON

#### I. Translate into English:

A. 1. **Ūnā cum eis nautīs fortibus ad castra properēmus**; **ibi enim militēs nōs ad imperātorem ipsum dūcent**.  
 2. **Cum audivissēmus equōs hostium lūcemque in litore vidissēmus**, **tum imperātor iussit exercitum celeriter per silvam iter facere**. 3. **Nūbēs albās in caelō vidēte**, **puellae**.

Potestisne lūnam quoque vidēre? 4. Cum id bellum sēdecim annōs gestum esset, hostēs mare nāvibus trānsiērunt, et in oppida nostra impetum ācrem fēcērunt.

*B. Captured by the Indians*

“In quōdam oppidō,” inquit māter vestra, “prope silvam habitābat agricola ūnā cum duōbus filiīs parvis. Ōlim, cum diū bellum cum Indis gestum esset pāxque iam esset facta, filiī eius agricolae laetī per agrōs lūdēbant. Subitō autem trēs Indī malī ērūpērunt ē silvā, puerōsque cēpērunt, quī perterritī fugere nōn potuerant; tum statim puerōs ūnā cum equis, quōs ex agris rapuerant, longē in silvam dūxērunt. Pater vehementer irātus in silvam statim cucurrit, neque filiōs invenire potuit. Eī autem, cum multōs diēs cum Indis habitāvissent, ā militibus quibusdam inventī sunt; quī occidērunt Indōs, puerōsque ad patrem remisērunt.”

II. Translate into Latin :

*A.* 1. These dogs together with the raven will be given to the boys by whom the wolf was killed. 2. Therefore the general himself with a large army marched through the fields sixteen miles. 3. The Indians at once made an attack on the three farmhouses, and captured one farmer's horses. 4. In the morning the general will order these brave hunters to cross the river with the same soldiers, so as to burn the tents of the enemy.

*B.* 1. “Let us send back twelve Indians into the forest,” said the soldier; “the others we will throw into the waves.” 2. “Together with (his) father and brothers,” said Claudia, “Marcus was called into the fields yesterday by the soldiers; for the enemy were then crossing the river.” 3. “I have received twelve baskets,” said the sailor. “Where are the others?” 4. Then said the farmer



to(his)sons, "Why have you cut off the heads of these brave dogs? Soon you will kill my horses, too." 5. "Thoroughly frightened by this circumstance," said the teacher, "the sailors have fled to the river. To-morrow the soldiers will do the same thing."

## EXERCISE LX

## THE THIRD OR Ē-CONJUGATION

## mittō

## PASSIVE VOICE

## INDICATIVE MOOD

## SUBJUNCTIVE MOOD

## PRESENT TENSE

	SINGULAR	PLURAL	SINGULAR	PLURAL
1st per.	mittor	mittimur	mittar	mittāmur
2d per.	mitteris mittere	mittimini	mittāris mittāre	mittāmini
3d per.	mittitur	mittuntur	mittātur	mittantur

## IMPERFECT TENSE

	SINGULAR	PLURAL	SINGULAR	PLURAL
1st per.	mittēbar	mittēbāmur	mitterer	mitterēmur
2d per.	mittēbāris mittēbāre	mittēbāmini	mitterēris mitterēre	mitterēmini
3d per.	mittēbātur	mittēbantur	mitterētur	mitterentur

## FUTURE TENSE

	SINGULAR	PLURAL
1st per.	mittar	mittēmur
2d per.	mittēris mittēre	mittēmini
3d per.	mittētur	mittentur

## IMPERATIVE MOOD: PRESENT TENSE

	SINGULAR	PLURAL
2d person	mittere	mittimini

## PRESENT INFINITIVE

mitti

## INTERROGATIVE PRONOUN

(quis) quī, quae, (quid) quod, *who? what?*

When used as an adjective, this word is inflected exactly as the relative quī, quae, quod. When it is used as a noun, quis replaces quī (nominative singular), quid replaces quod (nominative and accusative singular), and the feminine is lacking throughout. The noun use is the more frequent; e.g., Quis venit? *Who is coming?* Quibuscum sedētis? *With whom are you sitting?* Quōs vidit? *Whom did he see?* etc.

## VOCABULARY

commōtus, -a, -um, *excited, the disturbed.*      omnis, -is, -e, *every, the whole, all.*  
frūmentum, -i, n., *grain.*      uxor, -ōris, f., *wife.*

## READING LESSON

## I. Translate into English:

A. 1. Quis voluit avis pulchrās in silvam remitti?  
2. Nam Indī, eō impetū commōtī, frūmentum omne in spēluncā ātrā collocāvērunt. 3. Vēnātōrum uxōrēs ūnā cum vigintī liberis in agris cuiusdam agricolae imperātōrēs ipsōs convēnērunt. 4. Miles obēsus, cum liberī ab Indis in silvam dūcerentur, in villā latēbat. Nōlite eum terrere.

*B. An Indian Raid*

In quādam valle erat flūmen magnum, in quō parvae insulae erant multae. Ibi habitābant unā cum uxōribus liberisque agricolae quīdam fortēs. Indi autem saepe ē silvā fūrtim veniēbant ad flūminis ripam, et in cymbis parvis ad insulās properābant, ut in agricolārum villās impetum facerent. Olim, cum ita equi in agris omnēs occisi essent, frumentumque esset igni cōsumptum, liberi quoque sēdecim ab Indis capti sunt et longē in silvam ducti. Tum agricolae validi, vehementer commōti, ad ripam properāvērunt; cumque milia passuum tredecim iter fēcissent per noctem, subitō in Indōrum castra impetum ācrem fēcērunt, eaque igni cōsumpsērunt. Itaque hostēs longē per vallēs fūgērunt perterriti, liberi autem ā patribus domum ducti sunt.

## II. Translate into Latin:

A. 1. These Indians all came into one place, and for many days terrified the wives and children of the farmers. 2. To whom was the black horse given? By whom was he led into the field? Whose grain is he eating? 3. When they saw the grain which the farmers were bearing to the river bank, the soldiers wanted to be carried at once by ship to the island. 4. The general is ordering certain hunters to travel through the woods to the river; for a camp has been placed there near the town by the enemy.

B. 1. "Where is the light of the moon, Quintus?" asked Marcus. "The night is dark, and I cannot find the road." 2. "When the chickens were being killed by the little fox," said Quintus, "we all ran quickly to call the farmer." 3. "Much disturbed by these things," said my father, "the hunter's brave wife sent the same soldier to

warn the general, who was then marching into the forest with a small army to capture certain bad Indians.”  
 4. “The Indians would often rush forth suddenly from the forest and kill our horses,” said your grandfather. “Then we would run to the camp ourselves and call the soldiers.”

EXERCISE LXI

REFLEXIVE PRONOUN

IRREGULAR NOUN

**sui** (gen. sing.), *of himself, of herself, of itself.*

**vis**, F., *violence, force.*

	SINGULAR	PLURAL	SINGULAR	PLURAL
Nominative	—	—	<b>vis</b>	<b>virēs</b>
Genitive	<b>sui</b>	<b>sui</b>	—	<b>virium</b>
Dative	<b>sibi</b>	<b>sibi</b>	—	<b>viribus</b>
Accusative	<b>sē, sēsē</b>	<b>sē, sēsē</b>	<b>vim</b>	<b>virīs, virēs</b>
Ablative	<b>sē, sēsē</b>	<b>sē, sēsē</b>	<b>vi</b>	<b>viribus</b>

REMARK. Note that the forms of **sui** are the same for all genders.

VOCABULARY

**cōgnōscō, cōgnōscere, cōgnōvi, putō, putāre, putāvi, putātus,**  
**cōgnitus, find out, learn. think.**  
**dicō, dicere, dixi, dictus, say. tempestās, -ātis, F., storm.**

INDIRECT DISCOURSE

What a person says, thinks, hears, or the like, may be reported directly or indirectly. Thus, if Marcus yesterday uttered the sentence, “The dog is lying in the grass,” to-day I can report what he said

(1) Directly: *Marcus said, “The dog is lying in the grass;”*

(2) Indirectly: *Marcus said that the dog was lying in the grass.*

By the use of either sentence I tell exactly what Marcus said, but in one case I quote the very words he used, in the other I do not. Quotation by the second method is known as Indirect Discourse. The two English sentences given above would appear in Latin in the following form:

- (1) Direct: “**Canis in herbā iacet,**” inquit **Mārcus.**  
 (2) Indirect: **Mārcus dixit canem in herbā iacere.**

It will at once be seen that the Latin method of indirect quotation is quite different from the English; for the Latin here somewhat literally would be: “Marcus said *the dog to be lying* in the grass.”

**RULE FOR INDIRECT DISCOURSE.** *The infinitive with subject accusative is used in quoting indirectly anything said, thought, heard, or the like.*

**NOTE 1.** Indirect quotation of course is not confined to things said, thought, heard, etc., in the past. Whatever *is, was, or shall be* said, thought, heard, etc., is treated in one and the same way; e.g.,

**Vēnātor putat ursam in spēluncā esse,** The hunter *thinks* that the bear is in the cave.

**Vēnātor putābit ursam in spēluncā esse,** The hunter *will think* that the bear is in the cave.

**Vēnātor putāvit ursam in spēluncā esse,** The hunter *thought* that the bear was in the cave.

At first sight it may seem a little odd that in the last of these examples the present infinitive *esse* balances “was” in the English translation. The justification of the present infinitive in such a sentence at once appears, however, if we revert again to a literal rendering: “The hunter thought the bear *to be* in the cave.”

**NOTE 2.** In addition to its subject accusative, the infinitive of indirect discourse may, of course, have also an accusative object;

*e.g., Mārcus dicit vĕnātōrem occidere ursam, Marcus says that the hunter is killing the bear.*

NOTE 3. The reflexive *sē* (*sēsē*) is used as subject or direct object of the infinitive of indirect discourse when the verb of saying, thinking, etc., is in the third person, and the accusative refers to the subject of that verb; *e.g., Mārcus dixit sē in herbā iacĕre* (Marcus said himself to be lying in the grass), *Marcus said that he was lying in the grass.*

## READING LESSON

## I. Translate into English :

A. 1. Dicisne tē in agrīs equōs vidĕre? Nautae putant omnīs equōs in valle esse. 2. Putāvimus nōs ad insulās trānsire posse; vīs autem flūminis magna erat. 3. Imperātor cōgnōverat sē ibi cum hostibus pugnāre nōn posse. 4. Cum vī tempestātis nāvēs validae frangerentur, nautae miserī in mare frūmentum omne iēcĕrunt.

*B. The Enemy Repulsed*

Agricola quīdam ūnā cum uxōre liberisque diū prope flūmen pulchrum habitāverat. Ōlim autem ad villam subitō cucurrerunt militēs quattuor, quī dixerunt Indōs celeriter per silvam venire. Tum agricola commōtus uxōrem iussit liberōs in cymbā collocāre; ipse autem in agrōs properāvit, ut agricolās cēterōs monĕret. Interim Indī ē silvā vēnerant; quī cum villam ignī cōsūmpsissent neque agricolam invenire potuissent, ad ripam cucurrerunt. Sed māter perterrita iam in insulam quandam trānsierat, ibique tūta cum liberis in spĕluncā latĕbat. Cum autem Indī quoque ad eam insulam trānsire parārent, subitō ab agricolis fortibus impetus ācer factus est. Hostēs multi ab eis capti sunt, cēterique celeriter in silvam fūgĕrunt.

## II. Translate into Latin :

A. 1. Who thinks that there are eighteen sailors in the boat? Whom have you sent to meet them? 2. I had learned that the boys were throwing the fish into the sea. 3. The farmhouses had been wrecked (*lit.* broken) by the force of the storm; and so the general placed the tired soldiers in the tents which he had found in the camp of the enemy. 4. I wanted the books to be given to one boy and two girls. To whom did you give them?

B. 1. Marcus said that he was filling all the baskets with grain. 2. For many days we traveled with this brave sailor through the hills and valleys. 3. Much frightened by these things, the children now learned that the same Indians were killing the horses. 4. The farmers seized a boat, so that (their) wives and children might be sent at once to a safe and suitable place. 5. "Do you see a light in the sky, my son?" asked the farmer. "I think I see a great star," replied the boy; "but clouds are filling the whole sky."

## EXERCISE LXII

## IRREGULAR VERB

## ferō

## PASSIVE VOICE

	INDICATIVE MOOD		SUBJUNCTIVE MOOD	
	PRESENT TENSE			
	SINGULAR	PLURAL	SINGULAR	PLURAL
1st person	feror	ferimur	ferar	ferāmur
2d person	ferris	ferimini	ferāris	ferāmini
	ferre		ferāre	
3d person	fertur	feruntur	ferātur	ferantur

## IMPERFECT TENSE

	SINGULAR	PLURAL	SINGULAR	PLURAL
1st person	ferēbar	ferēbāmur	ferrer	ferrēmur
2d person	ferēbāris ferēbāre	ferēbāmini	ferrēris ferrēre	ferrēmini
3d person	ferēbātur	ferēbantur	ferrētur	ferrentur

## FUTURE TENSE

	SINGULAR	PLURAL
1st person	ferar	ferēmur
2d person	ferēris ferēre	ferēmini
3d person	ferētur	ferentur

## IMPERATIVE MOOD: PRESENT TENSE

	SINGULAR	PLURAL
2d person	ferre	ferimini

## PRESENT INFINITIVE

ferri

## THE RELATIVE PRONOUN

In Latin an entirely new sentence may be begun by a relative pronoun referring back to something mentioned in the previous sentence. The relative so used is best translated by a demonstrative pronoun; *e.g.*, **Indi in silvam properāvērunt. Quod cum vidissent, agricolae laeti ē latebris vēnērunt, The Indians hurried into the forest. When the farmers saw this, they came joyfully from their hiding places.**

REMARK. Note that in this use, as regularly elsewhere, the relative stands first in its clause.



## VOCABULARY

ovis, -is (abl. -e), F., <i>sheep</i> .	nūllus, -a, -um, <i>none, no, not</i>
vōx, vōcis, F., <i>voice, cry</i> .	. . . <i>any</i> .
custōdiō, custōdire, custōdivi, custōditus, <i>watch, guard</i> .	ūllus, -a, -um, <i>any</i> . Used mostly in negative clauses.
redeō, redire, redii, reditum, <i>return, go back</i> .	fortasse, adverb, <i>perhaps</i> . paulō post, adverbial phrase, <i>a little later</i> .

REMARK. The declension of nūllus and ūllus is the same as that of ūnus ; see Exercise LIX.

## READING LESSON

## I. Translate into English :

A. 1. Magnā vōce puerōs vocēmus, ut corbulae statim ab eis ad castra ferrī possint. 2. Quod cum cōgnōvissent, milītēs celeriter rediērunt, ut imperātōris uxōrem liberōsque custōdirent. 3. Ovēs vī flūminis perterritae ad insulam trānsire nōlēbant. 4. Quibus rēbus commōtī, agricolae dīxērunt sē ovīs nūllās habēre ; paulō post autem ūnā cum gallinīs ovīs multās hostibus dedērunt.

## B. A Practical Joke

Agricolae quidam, qui ovēs habēbant multās, puerum pigrum in agrōs ire iubēbant, ut eās custōdiret. Cui "Lupus fortasse ē silvā veniet," inquiunt. "Tum nōs vocā ; nam ex hortis statim currēmus, ut terreāmus lupum tēque adiuvēmus." Diū puer custōdivit ovīs, neque ūllum lupum vīdit. Sed ōlim, ut agricolās terreret, subitō magnā vōce "Lupōs, lupōs !" inquit. Quā vōce commōtī, agricolae celeriter in agrōs cucurrērunt. Cum autem lupum vīdissent nūllum, puerumque lūdere cōgnōvissent, vehementer irātī in hor-

tōs rediērunt. Sed paulō post vēnit ē silvā lupus magnus. Tum puer perterritus magnā vōce "Lupum, lupum!" inquit; "celeriter currite, agricolae!" Eī autem putābant puerum lūdere, nec in agrōs properāre voluērunt. Is igitur miser ā lupō occisus est.

## II. Translate into Latin:

*A.* 1. A little later, perhaps, a few fish will be carried to town by the sailors; but I do not think that there are any sailors in the ship now. 2. When the general had seen this, he ordered sixteen brave soldiers to travel two days through the hills and valleys to the bank of a great river. 3. Whom were you guarding? Whose voice was heard in the fields? 4. Why did you return home from the shore? Did you think that the Indians were burning your grain?

*B.* 1. "While I was myself watching the same sheep," said the farmer, "a strong wolf came from (its) cave. For the night was dark, and there were many clouds in the sky." 2. "In the morning," said Julia, "we shall hear the voices of birds in the trees." "I do not see any nests," said Marcella. "Do you think that there are birds there, Quintus?" 3. "When the boat was being carried into the sea," said the teacher, "the great waves began to fill with water the baskets which the sailors had placed on the shore."

## EXERCISE LXIII

## THE THIRD OR E-CONJUGATION (continued)

## rapiō

## PASSIVE VOICE

## INDICATIVE MOOD

## SUBJUNCTIVE MOOD

## PRESENT TENSE

	SINGULAR	PLURAL	SINGULAR	PLURAL
1st person	rapior	rapimur	rapiar	rapiamur
2d person	raperis rapere	rapimini	rapiaris rapiare	rapiamini
3d person	rapitur	rapuntur	rapiantur	rapiantur

## IMPERFECT TENSE

	SINGULAR	PLURAL	SINGULAR	PLURAL
1st person	rapiebar	rapiebamur	raperer	raperemur
2d person	rapiebāris rapiebāre	rapiebāmini	raperēris raperēre	raperēmini
3d person	rapiebātur	rapiebantur	raperētur	raperentur

## FUTURE TENSE

	SINGULAR	PLURAL
1st person	rapiar	rapiemur
2d person	rapieris rapiere	rapiemini
3d person	rapietur	rapientur

## IMPERATIVE MOOD: PRESENT TENSE

	SINGULAR	PLURAL
2d person	rapere	rapimini

## PRESENT INFINITIVE

rapi



## II. Translate into Latin :

*A.* 1. When the fish were being thrown from the boat upon the sand, the tired sailor ordered the fat boys to carry to a safe place the baskets, which were being broken by the force of the waves. 2. Much excited by these things, the chiefs of these tribes wanted to kill all the farmers who were living in the valley. 3. On all sides the soldiers threw fire into the tents, but they were not able to find any Indians.

*B.* 1. When the sturdy sailor heard this, he said that there were eight axes in the boat, and that he was willing to fight. 2. "We withstood the attack bravely for a long time," said the soldier; "for we thought that our general was hurrying from the shore with all the sailors." 3. "Let's lead the sheep also into the yard," said Quintus. "I am afraid of the bears which the hunter saw in the woods yesterday." 4. "When we had traveled far by night," said the brave farmer, "suddenly we saw a great light, and thought that the sailors were burning the farmhouses."

## EXERCISE LXIV

## IRREGULAR VERB

**fiō, fieri, factus sum, be made, become**

	INDICATIVE MOOD		SUBJUNCTIVE MOOD	
	PRESENT TENSE			
	SINGULAR	PLURAL	SINGULAR	PLURAL
1st person	fiō	[fimus]	fiam	fiāmus
2d person	fis	[fitis]	fiās	fiātis
3d person	fit	fiunt	fiat	fiant

## IMPERFECT TENSE

	SINGULAR	PLURAL	SINGULAR	PLURAL
1st person	<b>fiēbam</b>	<b>fiēbāmus</b>	<b>fierem</b>	<b>fierēmus</b>
2d person	<b>fiēbās</b>	<b>fiēbātis</b>	<b>fierēs</b>	<b>fierētis</b>
3d person	<b>fiēbat</b>	<b>fiēbant</b>	<b>fieret</b>	<b>fierent</b>

## FUTURE TENSE

	SINGULAR	PLURAL
1st person	<b>fiam</b>	<b>fiēmus</b>
2d person	<b>fiēs</b>	<b>fiētis</b>
3d person	<b>fiet</b>	<b>fient</b>

## IMPERATIVE MOOD : PRESENT TENSE

	SINGULAR	PLURAL
2d person	<b>fī</b>	<b>fite</b>

REMARK. The forms **fiemus** and **fitis** are put in square brackets because they are not in common use.

NOTE 1. **fiō** ("be made," "become"), despite its largely active formation, is logically the passive of **faciō** ("make"). It thus happens that **faciō** utilizes the above forms of **fiō**, instead of working out its own corresponding regular passive forms; e.g., **Cum pāx fieret**, *When peace was being made*. In the perfect tenses, **fiō** in turn utilizes the passive forms of **faciō** (as, **factus sum**, etc.).

NOTE 2. Just as with the verb **sum** (see Exercise XIV), a predicate noun or adjective is often found with **fiō**; e.g., **Mārcus fit rēx puerōrum**, *Marcus is made king of the boys*.

## THE PERFECT PASSIVE PARTICIPLE

This fourth principal part of the verb is already familiar from its use in the formation of the perfect, pluperfect, and future perfect tenses of the passive. It can of course be used also apart from these formations; e.g., **vocātus, -a, -um** (*having been*) **called**; **habitus, -a, -um** (*having been*) **had**; etc.



EQUITĒS

This illustration shows another carving on the monument referred to in connection with Exercise LIII.

## MODEL SENTENCE

**Nāvibus ignī cōsumptis, exercitus noster statim ad silvam iter fēcit,** When the ships had been burned (*lit.* the ships having been burned), our army marched at once to the forest.

**RULE.** *A noun in the ablative case, with a participle in agreement, may be used to tell the circumstances under which something happens. This construction is known as the Ablative Absolute.*

**REMARK.** The ablative absolute of the model sentence simply provides another way of saying **Cum nāvēs ignī cōsumptae essent,** and in the English translation it is best rendered (as above) by a clause introduced by "when." All ablative absolutes are better translated in some such way as this; but until the new construction has become somewhat familiar, it may be found helpful to use the literal rendering also.

## VOCABULARY

<b>eques, -itis, m.,</b> <i>horseman.</i>	<b>in mātirimōnium dūcō, dū-</b>
<b>equō vectus, -a, -um,</b> <i>on horse-</i>	<b>cere, dūxī, ductus, marry.</b>
<b>back.</b>	<b>paene, adverb, almost.</b>
<b>manus, -ūs, f.,</b> <i>hand.</i>	<b>primō, adverb, at first.</b>
<b>maestus, -a, -um,</b> <i>sad.</i>	<b>sine, preposition, used with</b>
	<b>the ablative case, without.</b>

## READING LESSON

## I. Translate into English:

**A. 1.** Ursā occisā, nauta per silvam properāvit, et in itinere vēnātōrem quendam convēnit. **2.** Quod cum fieret, puerī malī sīmiae caudam abscidere parābant. **3.** Is agricola fortasse fiet imperātor omnium exercituum, quia



sine eō herī impetus hostium sustinērī nōn potuit. 4. Cum bellum annōs septem gestum esset, omnēs equitēs, quī primō fortiter pugnāverant, subitō ad hostium exercitum trānsiērunt.

*B. The Luckless Schoolmaster*

Ōlim magister quīdam volēbat in mātrimōnium dūcere filiam agricolae obēsī, quī multōs agrōs equōsque habēbat. Cum autem puella dixisset sē nōlle, magister maestus noctū equō vectus domum redibat. Lūx lūnae erat parva, et subitō ex arborum umbrīs ērūpit magnus eques āter. Magister primō putāvit equitem sine capite esse; tum vehementer commōtus vidit eum caput in manū ferre. Itaque perterritus fugere coepit. Sed eques quoque cucurrit, subitōque caput magnā vī in magistrī caput iēcit; quī miser paene mortuus in terram cecidit, neque eum māne agricolae invenire potuerunt. Vōcem magistrī in villis audiverant, sed nōluerant eum adiuvāre, quia omnēs equitem ātrum vehementer timēbant.

II. Translate into Latin:

*A.* 1. This sailor wants to be made king. Do not help him. 2. Without horsemen we cannot guard one farmer's sheep. 3. When the boat had almost been broken by a great wave, the sailors at first thought that we could not be carried to the ship. 4. The Indians would steal horses on all sides; then, when the farmers had been called, they would flee quickly into the forest.

*B.* 1. "The sailor's son was sad," said Marcus, "because he wanted to marry the general's daughter, and had learned that her father was unwilling." 2. "We were sending back the same boy to catch the little wolf," said the farmer. "But suddenly there came from the forest a

hunter on horseback who had caught the little wolf with (his) hands and killed its mother with arrows." 3. When the water had been carried into the ship, the sailors themselves bought grain, and at once prepared to cross the river; for they feared the violence of the Indians, who often come to this place at night to capture the children of the farmers and steal their horses and sheep.

## EXERCISE LXV

## THE COMPARISON OF ADJECTIVES

In Latin, as in English, there are three degrees of comparison, namely Positive, Comparative, and Superlative; *e.g.*,

**altus, altior, altissimus**, *tall, taller, tallest (very tall)*.  
**fortis, fortior, fortissimus**, *brave, braver, bravest (very brave)*.

Adjectives in **-er** form the superlative by adding **-rimus** to the positive. And in the formation of the comparative they retain or drop the **e** according as it is retained or dropped in the declension of the positive; *e.g.*,

**miser, miserior, miserrimus.**

**piger, pigrior, pigerrimus**; so **acer, āter, and pulcher.**

The comparatives and superlatives of some adjectives are very irregular:

**bonus, melior, optimus.**

**multi, plūrēs, plūrimī.**

**magnus, maior, maximus.**

**parvus, minor, minimus.**

**malus, peior, pessimus.**

Superlatives are declined in the same way as **bonus**. The declension of the comparative is as follows:

**altior, -ior, -ius, taller**

## SINGULAR

	<i>Masc.</i>	<i>Fem.</i>	<i>Neut.</i>
Nom.	altior	altior	altius
Gen.	altiōris	altiōris	altiōris
Dat.	altiōri	altiōri	altiōri
Acc.	altiōrem	altiōrem	altius
Abl.	altiōre	altiōre	altiōre

## PLURAL

	<i>Masc.</i>	<i>Fem.</i>	<i>Neut.</i>
Nom.	altiōrēs	altiōrēs	altiōra
Gen.	altiōrum	altiōrum	altiōrum
Dat.	altiōribus	altiōribus	altiōribus
Acc.	altiōrēs	altiōrēs	altiōra
Abl.	altiōribus	altiōribus	altiōribus

NOTE. **Plūrēs** (the comparative of **multī**) has some I-stem endings, namely **-ium** throughout the genitive, and occasionally **-is** (for **-ēs**) in the accusative of the masculine and feminine. But the neuter nominative and accusative is **plūra**. See Summary of Forms, page 196.

## VOCABULARY

**gladius, -i, m., sword.**

**pervenīō, pervenire, pervēnī, perventum, arrive, come.**

## READING LESSON

I. Translate into English :

A. 1. Iūlia pulchra est ; ego autem putō Claudiam esse pulchriōrem. 2. Cum in hostis impetus ācerimus fieret, imperātor ipse equō vectus gladiō nautās duōs occīdit. 3. Nam manū ipsā lupum maximum paene occīdit. 4. Puellās pulcherrimās frātrēs nostrī in mātrimōnium dūcent. 5. Sine meō gladiō optimō in castra hostium pervenire nōn poterō.

*B. The Raiders Punished*

“Ōlim,” inquit avia mea, “Indī in cymbīs plūrimīs flūmen nostrum trānsiērunt, multisque agricolīs occīsīs, undique villās ignī cōsumere coepērunt. Subitō autem trēs vēnātōrēs, quī fūrtim ē silvā vēnerant, Indōs occidērunt paucōs, quī cymbās custodiēbant, cymbāsque ipsās paene omnis saxīs frēgērunt. Quibus rēbus factis, cum vidērēt Indōs cēterōs ad rīpam properāre, vēnātōrēs quandam cymbam cēpērunt parvam, et celeriter ad insulam minimam trānsiērunt. Tum Indī, quī iam domum redire nōn poterant, vehementer commōti vidērunt ad flūmen currere equitēs nostrōs, quī per silvam iter celeriter fēcerant, ut agricolās adiuvārent. Itaque hostēs perterritī sē in aquam iēcērunt. Paucī ad insulās pervēnērunt, et ā vēnātōribus sunt occīsī; plūrēs autem ab equitibus captī in castra ad imperātōrem ductī sunt.”

## II. Translate into Latin :

*A.* 1. Let us seize the larger swords ; meanwhile the boys will throw the smaller into the sea. 2. When the kings of the better tribes had arrived, the sailors could not withstand the attack of the enemy’s horsemen. 3. A little later the voice of the poor hunter was heard in the woods. Then we all climbed at once into a very tall tree ; for we thought that he was being killed by bears. 4. I did not hear that any Indians were living in the caves.

*B.* 1. “The tired sailors, who had long withstood the force of a very great storm,” said the teacher, “now wanted, together with the farmers, to cross over to the island.” 2. Then said the sailor to the boys, “I think that the Indians do the same thing ; for they often journey many days on horseback without grain and water.” 3. “When this was learned,” said the soldier, “our general

at once ordered us to march from the camp to the shore and make a very fierce attack by night upon the ships of the enemy."

## EXERCISE LXVI

## THE FOURTH OR Ī-CONJUGATION

## audiō

		PASSIVE VOICE			
		INDICATIVE MOOD		SUBJUNCTIVE MOOD	
		PRESENT TENSE			
	SINGULAR	PLURAL	SINGULAR	PLURAL	
1st per.	audiōr	audimur	audiār	audiāmur	
2d per.	audiŕis	audimini	audiāris	audiāmini	
	audiēre		audiāre		
3d per.	audiŕtur	audiuntur	audiātur	audiantur	
IMPERFECT TENSE					
	SINGULAR	PLURAL	SINGULAR	PLURAL	
1st per.	audiēbar	audiēbāmur	audiŕer	audiŕēmur	
2d per.	audiēbāris	audiēbāmini	audiŕēris	audiŕēmini	
	audiēbāre		audiŕēre		
3d per.	audiēbātur	audiēbantur	audiŕētur	audiŕentur	
FUTURE TENSE					
	SINGULAR	PLURAL			
1st per.	audiar	audiēmur			
2d per.	audiŕis	audiēmini			
	audiēre				
3d per.	audiētur	audientur			
IMPERATIVE MOOD: PRESENT TENSE					
	SINGULAR	PLURAL			
2d person	audiēre	audiimini			
PRESENT INFINITIVE					
	audiŕi				

## VOCABULARY

<b>castellum, -i, N., fort.</b>	<b>facile, adverb, easily, without difficulty.</b>
<b>apud, preposition, used with the accusative case, among, at the house of.</b>	<b>haud procul, adverbial phrase, not far away.</b>
<b>libenter, adverb, gladly, readily.</b>	

## THE COMPARISON OF ADVERBS

Adverbs, like adjectives, have three degrees of comparison; *e.g.*,

**longē, longius, longissimē, far, farther, farthest (very far).**  
**fortiter, fortius, fortissimē, bravely, more bravely, most bravely (very bravely).**

Learn also the comparison of the following adverbs:

<b>ācritē, ācrius, ācerrimē.</b>	<b>facile, facilius, facillimē.</b>
<b>celeriter, celerius, celerrimē.</b>	<b>libenter, libentius, libentissimē.</b>
<b>diū, diūtius, diūtissimē.</b>	

REMARK 1. Note that the adverbs **ācritē** and **celeriter** are derived from adjectives in **-er** (namely **ācer, celer**), and that they form the superlative accordingly (see Exercise LXV).

REMARK 2. Observe that the comparative of an adverb is regularly the same as the neuter singular of the comparative of the corresponding adjective; *e.g.*, **ācrius, fortius**, etc.

## READING LESSON

I. Translate into English:

- A. 1. Ita in silvis ursae et lupi facillimē inveniuntur.
2. Eques primō perterritus paene in ignem cecidit; tum autem fortiter in validum vēnātōrem impetum fēcit.



CASTELLUM

This ruined fort is found in Palestine.

3. Liberōrum corbulae nostris<sup>1</sup> manibus frūmentō complētae erant. 4. Sine exercitū maiōre imperātor longius iter facere nōn poterit. 5. Undique inveniuntur agricolae maesti, quōrum liberī et equī ab Indis rapti sunt.

*B. The Escape of the Captive*

“Quādam in villā,” inquit nauta, “habitābat puella parva ūnā cum mātē et sorōribus tribus. Ōlim, cum agricolae omnēs longissimē in agrōs issent, subitō ē latebris ērūpērunt Indī plūrimī, quī impetum ācerrimum in villās fēcērunt. Māter et filiae cēterae facile ē villā fūgērunt ad castellum parvum, quod haud procul in flūminis rīpā collocātum erat; ea autem puella pūpam invenire nōn potuit, nec cum cēteris fūgit. Quae igitur ab hostibus capta in silvam longē ducta est, ibique trīs annōs cum Indis habitāvit; tum autem equum optimum fūrtim rapuit, et per noctem celeriter vecta, māne domum pervēnit. Māter, quae diū puellam mortuam putābat, laeta vocāvit filiās cēteras (quae interim in mātīmōnium ductae erant), ut audirent omnia, quae viderat soror et fēcērat, cum apud Indōs habitāret.”

II. Translate into Latin :

A. 1. While this was being done among the Indians, the farmers were placing a camp not far away in the woods. 2. This fort will be more easily taken; for the soldiers are few, and they will not be able long to withstand the attack of the Indians. 3. The voices of the worst chiefs of these tribes will be heard gladly by you all. 4. Whom did the farmer's wife send at night to warn the soldiers who were guarding the fort?

<sup>1</sup> When a possessive adjective precedes the noun it modifies, the word “own” often needs to be added in the English translation; e.g., “my (own),” “our (own),” etc.



*B.* 1. "Did the general say that he was afraid of the Indians?" asked the hunter. "He said that he was not afraid himself," answered Marcus, "but that no army could withstand the attack of all the tribes." 2. "Fight more fiercely," cried the general; "I have learned that numerous (*lit.* very many) Indians are hurrying through the woods on horseback. Without them the enemy cannot withstand our attack." 3. "Our soldiers are very lazy," said my father; "for they often hide in the forest, and are not willing to carry water to the camp."

## EXERCISE LXVII

## THE PRESENT PARTICIPLE

The present participle of Latin verbs is active in meaning. It is declined as follows:

*vocāns, calling*

	SINGULAR		PLURAL		
	<i>Masc.</i>	<i>Fem.</i>	<i>Masc.</i>	<i>Fem.</i>	<i>Neut.</i>
Nom.	vocāns	vocāns	vocantēs	vocantia	vocantia
Gen.	vocantis	vocantis	vocantium	vocantium	vocantium
Dat.	vocanti	vocanti	vocantibus	vocantibus	vocantibus
Acc.	vocantem	vocāns	vocantēs	vocantia	vocantia
			vocantis		
Abl.	vocante	vocante	vocantibus	vocantibus	vocantibus

Inflect in the same way:

habēns, -entis, *having*.  
mittēns, -entis, *sending*.  
rapiēns, -ientis, *seizing*.  
audiēns, -ientis, *hearing*.

iēns, euntis, *going*.  
ferēns, -entis, *carrying*.  
nōlēns, -entis, *being unwilling*.  
volēns, -entis, *being willing*.

## VOCABULARY

<b>āmittō, āmittere, āmisi, postrēmō, adverb, at last.</b>	
<b>āmissus, lose.</b>	<b>urbs, urbis, F., city.</b>
<b>mulier, -ieris, F., woman.</b>	<b>vir, viri, M., man, husband.</b>
<b>colōnus, -i, M., colonist.</b>	

REMARK. For the declension of *urbs*, see the note on *gēns* in Exercise LXIII.

## READING LESSON

## I. Translate into English :

A. 1. Tum ego perterritus Indōs pessimōs per agrōs celerrimē venientēs vīdī. 2. Quā vōce audītā, agricolae irātī ācrius in virum obēsū impetum fēcērunt. 3. Nam hostēs, cum equitēs nostrōs per silvam fortissimē properantēs audivissent, subitō fūgērunt. 4. Militibus ex urbe euntibus datī sunt gladii meliōres. 5. Imperātor, cum cōgnōvissēt Indōs haud procul castra collocāre, cum eis pācem facere nōn diūtius volēbat.

B. *A Wife Regained*

Ōlim Indī, quī prope castellum parvum habitābant, colōnōs parābant occidere. Itaque agricolae multī, cum id cōgnōvissent, cum uxōribus liberīsque ad urbem quandam statim properāvērunt. Cēterī autem, quī fortiōrēs erant, ē villis fugere diū nōlēbant; sed postrēmō, cum iam undique Indī occiderent colōnōs villāsque ignī cōsūmerent, maestī ad eandem urbem iter facere coepērunt omnēs. Quō in itinere mulier quaedam, cuius vir gladium āmiserat, ab Indīs capta est. Quam cum ad rēgem dūxissent, hostēs celerrimē in agrōs rediērunt, ut ovīs quoque et equōs raperent. Interim agricola, uxōre captā, colōnōs ex urbe noctū vocāvit; quī cum Indīs ācerrimē pugnāvērunt rēgemque

occidērunt ipsum. Ita mulier postrēmō laeta in urbem cum virō pervēnit.

## II. Translate into Latin :

*A.* 1. When the colonists on horseback arrived at (*lit.* to) the river, they very gladly received the swords. 2. The cries of the hunters going through the woods could very easily be heard. 3. We shall find among the Indians almost all the children who have been lost from these towns. 4. When this had been done, the tired women found sitting under a tree the boy whom their husbands had brought from the city. 5. At first the king was willing to send back the whole army to the camp; but finally he ordered the horsemen to make a fiercer attack upon the enemy.

*B.* 1. "I shall not return without the children," said the hunter to the sad mother. "The Indians have traveled many miles through the valley, but we shall soon capture them." 2. "When we saw the drunken sailor hiding under the benches," said Marcus, "we at once called soldiers from the fort." 3. "On all sides the enemy are sending Indians into the fields," said the hunter, "so that our horses may all be killed." 4. "When our general had sent the wives and children of the brave colonists to a larger fort," said the women, "he marched three days through the hills, and suddenly made a fierce attack on the enemy's largest city."

## EXERCISE LXVIII

## IRREGULAR NOUNS

	<b>deus, M., <i>god</i></b>		<b>domus, F., <i>house, home</i></b>	
	SINGULAR	PLURAL	SINGULAR	PLURAL
Nom.	deus	deī, diī, dī	domus	domūs
Gen.	deī	deōrum deum	domūs	domuum domōrum
Dat.	deō	deīs, diīs, dīs	domūī, domō	domibus
Acc.	deum	deōs	domum	domōs, domūs
Abl.	deō	deīs, diīs, dīs	domō, domū	domibus

## VOCABULARY

## ORDINAL NUMERALS

<b>primus, -a, -um, <i>first.</i></b>	<b>nōnus, -a, -um, <i>ninth.</i></b>
<b>secundus, -a, -um, <i>second.</i></b>	<b>decimus, -a, -um, <i>tenth.</i></b>
<b>tertius, -a, -um, <i>third.</i></b>	—————
<b>quārtus, -a, -um, <i>fourth.</i></b>	<b>legiō, -ōnis, F., <i>company, regi-</i></b>
<b>quintus, -a, -um, <i>fifth.</i></b>	<b><i>ment.</i></b>
<b>sextus, -a, -um, <i>sixth.</i></b>	<b>in fugam dō, dare, dedi, datus,</b>
<b>septimus, -a, -um, <i>seventh.</i></b>	<b><i>put to flight.</i></b>
<b>octāvus, -a, -um, <i>eighth.</i></b>	<b>nostrī, -ōrum, M., <i>our men.</i></b>

## MODEL SENTENCE

**Vēnātor in spēluncā latuit, nē ab Indīs caperētur,** The hunter hid in the cave so as not to be captured by the Indians.

**RULE.** *In purpose clauses the negative of ut is nē.*

## READING LESSON

I. Translate into English:

**A. 1. Dī nōs adiuvant; hostēs enim perterriti flūmen trānseunt, neque diūtius ab eis domūs nostrae ignī cōnsumentur. 2. Legiō tertia unā cum equitibus multis fortis-**

simē ē castris ērūpit, hostibusque celeriter in fugam datis, oppidum facile cēpit. 3. Quod cum auditum esset, mulier vehementer commōta filiō patris gladium dedit. 4. Colōnī cymbis vectī ad insulam noctū trānsiērunt ibique cēpērunt Indōs trēs, quōs in herbā latentēs invēnērunt.

*B. An Ambuscade*

“Cum bellum diū gestum esset cum Indīs,” inquit avia mea, “frūmentumque omne ex agris raptum esset, saepe colōnōrum miserōrum equi quoque ab hostibus capiēbantur. Sed colōnī nōlēbant pācem fieri, et libenter cum militibus per vallīs collisque iter faciēbant, ut tabernācula castraque Indōrum igni cōsūmerent. Ōlim, cum agricolae plūrimī ūnā cum equitibus paucis per silvam properārent ad flūmen, cuius in ripā Indī castra parva collocāverant, subitō ē latebris hostēs ērūpērunt, sagittisque sex colōnōs duōsque equitēs occidērunt. Quā rē commōtī equitēs fortissimē fēcērunt impetum, hostēsque celeriter in fugam dedērunt. Indi autem facile ad castra pervēnērunt, nec eōs capere pōtuerunt nostrī.”

II. Translate into Latin :

A. 1. While these things were being done, the general marched quickly through the valley, so that the sixth regiment might not be captured by the enemy. 2. Finally the Indians were put to flight, and their women and children hurried to a smaller city. 3. The women very readily gave arrows to certain men who had lost (their) swords. 4. When they learned that eight children of the colonists were living among the Indians, brave hunters traveled on horseback eighteen miles through the forest to the enemy's camp. Four children were thus captured by our men and sent back to town, but the others could not be found.

*B.* 1. "When we had cut off the bear's head with an ax," said Quintus to the girls, "I easily carried it in (*lit.* by my hand to the river. There we saw a sailor catching fish. He wanted to cross over to certain large rocks; and so we took him into our boat, and carried him with us to the island. Then we hurried home." 2. "Where is your dog, boys?" asked the hunter. "I think there is a wolf in the fields, and I have not seen your dog to-day." 3. "Without horsemen," said the general, "the enemy will not be able to put our men to flight. I have, therefore, sent the eighth regiment into the fields, so that the farmers' horses might not be stolen by the Indians." 4. The soldier who yesterday married the chief's daughter thought that peace could thus be made very easily with the Indians.

## EXERCISE LXIX

## DEPONENT VERBS

In all conjugations there are verbs, otherwise regular, which (aside from participles, etc.) are conjugated only in the passive, and yet have active meaning throughout. Such verbs are known as Deponents; see Summary of Forms, page 212. The following Vocabulary includes deponents representative of all conjugations.

## VOCABULARY

<b>moror, morārī, morātus sum,</b>	<b>patior, pati, passus sum, al-</b>
<i>delay, tarry, linger.</i>	<i>low, suffer.</i> Often con-
<b>polliceor, pollicērī, pollicitus</b>	strued with the accusative
<b>sum, promise.</b>	and present infinitive.
<b>proficiscor, proficiscī, profec-</b>	<b>adorior, adorīrī, adortus sum,</b>
<b>tus sum, set out, start.</b>	<i>attack.</i>

REMARK. The principal parts of a deponent verb are three instead of four because the perfect indicative of such a verb involves in its own formation the perfect passive participle, which therefore need not be given separately.

READING LESSON

I. Translate into English :

A. 1. Quibus rēbus cōgnitīs, imperātor statim cum equibus plūrimīs profectus est. 2. Mārcus, cum prope imperātōris domum morārētur, legiōnem nōnam ē cymbīs per fluctūs ad harēnam properantem vidit. 3. Vēnātor, qui liberīs ursam parvam pollicitus erat, herī in silvā quendam nautam convēnit, quī in spēluncā trīs ursās parvās viderat. 4. Quod cum cōgnitum esset, matrēs nōn diūtius puerōs in agris lūdere patiēbantur. 5. Quā vōce imperātōris auditā, nostrī omnēs fortissimē rīvum trānsiērunt, ut castra hostium adorirentur.

B. *A Decisive Battle*

“Cum multōs diēs libenter iter fēcissēmus neque potuissēmus hostīs invenire,” inquit miles fortis, “postrēmō noster imperātor ipse Indōs quōsdam cōnvēnit, quī dixērunt hostēs perterritōs in silvā latēre. Quā rē auditā, castra haud procul collocāvimus, vēnātōrēsque statim in silvam missī sunt, ut hostium latebrās invenirent. Quod cum factum esset, hostēs, quī putābant omnem exercitum nostrum iam in silvā esse, celerrimē ērūpērunt ē latebrīs, vēnātōrēsque facillimē in fugam dedērunt; cum autem undique ē silvā current in agrōs, ut ibi vēnātōrēs fugientīs occiderent, subitō imperātor noster equitēs iussit in eōs impetum ācerrimum facere. Ita hostēs plūrimī ā nostrīs occīsī sunt, cēterique ab Indīs sunt captī. Tum imperātor, urbibus multis igni cōnsūptis, laetus cum exercitū domum rediit.”

## II. Translate into Latin :

A. 1. The enemy were perhaps helped by the gods; for we attacked their camp most bravely, but could not put them to flight. 2. In the houses of the best men there was peace. 3. The enemy were alarmed by the light of the moon, and did not set out from the city. 4. The general was unwilling to allow the seventh regiment to delay in the forest. 5. Let's promise birds to the girls. 6. Don't give axes to the boys.

B. 1. "When these things were heard, the women gladly hurried into the farmhouse," said the hunter; "for they were frightened by the force of the storm." 2. "We finally arrived at (*lit.* to) a suitable place," said the horseman. "Then the colonists said that they were willing to go themselves into the camp of the Indians; for there was no moon, and black clouds were in the sky." 3. "The tribes of these chiefs will not withstand the attack of our men," said the sailor; "for the hunters will hurry through the woods by night to help us."

## EXERCISE LXX

## DEMONSTRATIVE PRONOUNS

*hic, haec, hoc, this*

	SINGULAR			PLURAL		
	<i>Masc.</i>	<i>Fem.</i>	<i>Neut.</i>	<i>Masc.</i>	<i>Fem.</i>	<i>Neut.</i>
Nom.	<b>hic</b>	<b>haec</b>	<b>hoc</b>	<b>hī</b>	<b>hae</b>	<b>haec</b>
Gen.	<b>huius</b>	<b>huius</b>	<b>huius</b>	<b>hōrum</b>	<b>hārum</b>	<b>hōrum</b>
Dat.	<b>huic</b>	<b>huic</b>	<b>huic</b>	<b>his</b>	<b>his</b>	<b>his</b>
Acc.	<b>hunc</b>	<b>hanc</b>	<b>hoc</b>	<b>hōs</b>	<b>hās</b>	<b>haec</b>
Abl.	<b>hōc</b>	<b>hāc</b>	<b>hōc</b>	<b>hīs</b>	<b>hīs</b>	<b>hīs</b>



**ille, illa, illud, that**

	SINGULAR			PLURAL		
	<i>Masc.</i>	<i>Fem.</i>	<i>Neut.</i>	<i>Masc.</i>	<i>Fem.</i>	<i>Neut.</i>
Nom.	ille	illa	illud	illi	illae	illa
Gen.	illius	illius	illius	illōrum	illārum	illōrum
Dat.	illi	illi	illi	illis	illis	illis
Acc.	illum	illam	illud	illōs	illās	illa
Abl.	illō	illā	illō	illis	illis	illis

REMARK. These two pronouns are often used together in the same sentence to mark a contrast; *e.g.*, **Haec urbs magna, illud oppidum parvum est, This city is large, that town is small.**

## VOCABULARY

**cōgō, cōgere, cōgē, cōctus, cōnor, cōnārī, cōnātus sum,**  
*force, compel.* Construed *attempt, try.* Often con-  
 with the accusative and strued with the present  
 present infinitive. infinitive.  
**domī, at home. postea, adverb, afterward.**

## READING LESSON

## I. Translate into English :

*A. 1. Nautae hās bācās edere nōlunt. Illa ōva eīs dēmus, nē gallinās ipsās rapere velint. 2. Postea igitur vēnātōrēs cōgērunt nōs in spēluncā latēre. 3. Nam puer obēsus primō fugere cōnātus est; sed postrēmō libenter humī iacuit. 4. Domī sunt māter et pater meus; in illā urbe sunt frātrēs et sorōrēs. 5. Celeriter ad lītus pervēnīre cōnābāmur; sed saepe morārī cōactī sumus, nē liberī in silvā āmitterentur. Māne autem ad mare dēfessī pervēnimus.*

*B. An Indian Victory*

"Ōlim," inquit avus noster, "cum bellum miserrimum diū gestum esset, liberique agricolārum undique ab Indīs caperentur, subitō māne prope oppidum quoddam auditī sunt hostēs, qui statim domōs colōnōrum ācritēr adortī sunt, ignisque iacere coepērunt. Vōcibus Indōrum auditīs, mulierēs perterritae cum liberis fūgērunt in domum maximam, quam putābant hostis capere nōn posse; interim in viīs eārum virī validī cum Indīs fortissimē pugnābant. Sed mox undique domūs colōnōrum ignī cōnsūmēbantur, nec diūtius impetus hostium sustinēri poterat. Itaque, cum iam colōni paene omnēs humi mortuī iacērent, hostēs omnia rapuērunt quae invenire facile poterant, laetique in silvās rediērunt unā cum liberis, quōrum matrēs occiderant."

## II. Translate into Latin :

A. 1. Let's try now to catch this wolf. Afterward the hunter will easily kill the bears. 2. What compels you to delay longer, my son? Why are you hiding at home, and not preparing to set out for (*lit.* to) the ship? 3. My father did not allow the boys to go. 4. The fourth regiment marched three miles and suddenly attacked the Indians.

B. 1. "This same hunter will to-morrow kill the chief of that tribe also," said the sailor. "He has himself promised (it)." 2. "Those bad boys are trying to force the smaller dog to run into the water," said Julia. "A little later they will be punished." 3. "I see a taller tree," said Quintus. "Let's climb up into it and throw branches upon the heads of those lazy soldiers whom you see lying in the shade not far away." 4. "When we heard the hunters on horseback running through the field yesterday," said the farmer, "we thought that the horsemen of the enemy were preparing to attack our town."

## EXERCISE LXXI

## INDEFINITE PRONOUN

**aliqui, aliqua, aliquod, some, any**

## SINGULAR

	<i>Masc.</i>	<i>Fem.</i>	<i>Neut.</i>
Nom.	<b>aliqui</b>	<b>aliqua</b>	<b>aliquod</b>
Gen.	<b>alicuius</b>	<b>alicuius</b>	<b>alicuius</b>
Dat.	<b>alicui</b>	<b>alicui</b>	<b>alicui</b>
Acc.	<b>aliquem</b>	<b>aliquam</b>	<b>aliquod</b>
Abl.	<b>aliquo</b>	<b>aliqua</b>	<b>aliquo</b>

## PLURAL

	<i>Masc.</i>	<i>Fem.</i>	<i>Neut.</i>
Nom.	<b>aliqui</b>	<b>aliquae</b>	<b>aliqua</b>
Gen.	<b>aliquorum</b>	<b>aliquarum</b>	<b>aliquorum</b>
Dat.	<b>aliquibus</b>	<b>aliquibus</b>	<b>aliquibus</b>
Acc.	<b>aliquos</b>	<b>aliquas</b>	<b>aliqua</b>
Abl.	<b>aliquibus</b>	<b>aliquibus</b>	<b>aliquibus</b>

NOTE. The above pronoun is here treated as an adjective. It may also be used as a noun, meaning "some one, something," "any one, anything," etc. When so used, **aliquis** replaces **aliqui** (nominative singular), and **aliquid** replaces **aliquod** (nominative and accusative singular), and the feminine is lacking throughout.

REMARK. Distinguish between the use of the adjectives **aliqui** and **ullus** (Exercise LXII). Both words may mean "any," but **ullus** is used mostly in negative clauses.

## VOCABULARY

**aut**, conjunction, *or*.  
**iste, ista, istud**, *this, that*.  
**numquam**, adverb, *never*.

**sequor, sequi, secutus sum**,  
*follow*.

NOTE. The declension of *iste* is the same as that of *ille* (Exercise LXX).

REMARK. The conjunction *aut* is sometimes repeated in the form *aut . . . aut*. The meaning then is "either . . . or."

## READING LESSON

## I. Translate into English:

A. 1. Vidētisne aliquid in silvā? Nōs aut ursam aut lupum in agrō vidēmus. 2. Istōs Indōs nōn timēbam. Eī enim colōnōs numquam occidere cōnāti erant. 3. Imperātor, cum cōgnōvisset aliquās mulierēs ab Indis cōgī liberōs in ignis iacere, statim ad oppidum hostium cum equitibus profectus est, exercitumque omnem sequi iussit. 4. Hīc rēx fiet imperātor exercituum omnium. Ille autem rēx equitēs dūcet.

*B. The Settlers Surprised*

"Agricola quīdam," inquit nauta, "ōlim longē in agrōs ūnā cum colōnis cēteris ierat, equōsque iam in locum tūtum dūcēbat, nē ab Indis raperentur. Cum autem in itinere morārentur colōnī, subitō in eōrum villās hostēs impetum ācerrimum fēcērunt. Tum ille vir, cum vōcēs Indōrum audivisset, colōnōs cēterōs sequi iussit, ipseque celerrimē domum properāvit. Sed interim hostēs, quī ignis iēcērant in domōs aliquās, undique mulierēs liberōsque occidēbant. Itaque agricola, cum postrēmō domum pervēnisset, uxōrem filiamque humi iacentēs invēnit mortuās; nam uxor sagittā occīsa erat, caput autem filiae saxō erat frāctum. Quibus rēbus cōgnitīs, colōnī omnibus ex urbibus statim in ūnum locum convēnerunt, multisque cum equitibus celeriter in silvam profecti sunt. Ita cum diēs multōs iter fēcissent, subitō noctū adortī sunt Indōrum oppidum; moxque isti hostēs ā nostris omnēs aut capti aut occīsi sunt."

## II. Translate into Latin:

*A.* 1. Come into the tents, boys. *We* have bought better apples. 2. Let's follow the dogs; for I think that there are little wolves in the cave. 3. The cook said that he never allowed the monkey to sit on (his) shoulder. 4. These soldiers will guard the sheep, and will not linger on the river bank. 5. Marcus went with us to the stream, and I almost caught a very large fish.

*B.* 1. "Let's buy some dog or raven," said Marcus. "I prefer doves," replied Claudia; "for they never frighten the children." 2. "Afterward we shall see the fifth regiment," said the hunter. "For the general will not allow it to cross the stream without boats." 3. "Did you see any one going through the valley?" asked the general. "I saw no Indians," replied the tired colonist; "but there were many horses under the trees." 4. "Often have I fought fiercely with the enemy," said the brave soldier to the boys; "but now I sit gladly at home."

## EXERCISE LXXII

## THE GERUNDIVE

The gerundive is a passive participle conveying the idea of necessity or need, *e.g.*,

*vocandus, -a, -um, to be called.*      *rapiendus, -a, -um, to be seized.*

*habendus, -a, -um, to be had.*      *audiendus, -a, -um, to be heard.*  
*mittendus, -a, -um, to be sent.*

Ordinarily the gerundive is used in connection with a form of *sum*, and the translation varies somewhat; *e.g.*,

**Mulier vocanda est, *The woman must be called.***

**Putō mulierem vocandam esse, *I think that the woman should be called.***

## VOCABULARY

## ORDINAL NUMERALS

ūndecimus, -a, -um, <i>eleventh.</i>	ūndēvicēsīmus, -a, -um, <i>nineteenth.</i>
duodecimus, -a, -um, <i>twelfth.</i>	vicēsīmus, -a, -um, <i>twentieth.</i>
tertius (-a, -um) decimus, -a, -um, <i>thirteenth.</i>	
quārtus (-a, -um) decimus, -a, -um, <i>fourteenth.</i>	dē, preposition, used with the ablative case, <i>about, concerning.</i>
quintus (-a, -um) decimus, -a, -um, <i>fifteenth.</i>	petō, petere, petivī, petitus, <i>look for, seek.</i>
sextus (-a, -um) decimus, -a, -um, <i>sixteenth.</i>	pugna, -ae, F., <i>battle.</i>
septīmus (-a, -um) decimus, -a, -um, <i>seventeenth.</i>	relinquō, relinquere, reliquī, relictus, <i>leave, desert.</i>
duodēvicēsīmus, -a, -um, <i>eighteenth.</i>	simul, adverb, <i>at the same time.</i>

## READING LESSON

I. Translate into English :

A. 1. Simul rēx istārum gentium omnium profectus est, ut pācem peteret. 2. Pāx petenda est ; hostēs enim dē hāc pugnā iam audivērunt. 3. Militēs dixērunt sē putāre pācem petendam esse. 4. Numquam tē sequēmur, imperātor pessime. 5. Aut hostis adoriāmur aut ad lītus properēmus.

B. *A Bold Abduction*

"Domus nostra," inquit colōnus, "in ripā flūminis maximī collocāta erat, unāque cum frātre et sorōribus prope aquam saepe lūdēbam. Olim in cymbā parvā vidimus Indōs trēs sedentēs, quī piscis multōs ē flūmine capiēbant.



PUGNA

A modern artist's conception of the attack of a Roman army upon a walled town.

Paulō post autem, cum iam in harēnā laeti lūderēmus, Indi, piscibus relictis, ad ripam fūrtim pervēnerunt, frātreque subitō rapuērunt nostrum. Quā rē perterriti magnā vōce patrem vocāvimus. Cum autem is, vehementer cōmmōtus, ex agris ad flūmen cucurrisset, Indi iam ad quandam insulam parvam cum frātre pervēnerant. Itaque, militibus quoque vocātis, agricolae omnēs multīs cymbis vecti celeriter ad insulam eandem trānsiērunt. Interim autem Indi in maiōrem insulam fūgērunt, in quā erat silva ātra et spēluncae multae; itaque numquam posteā frātre vidimus.”

## II. Translate into Latin :

*A.* 1. The eighteenth regiment should be helped; for a very fierce attack is being made upon it by the enemy. 2. In the battle which we saw there, the bravest soldiers were killed by our men, and the others were easily put to flight. 3. The king said that hunters must at once be sent into the woods, so that the enemy might not be able to escape (*lit.* flee) stealthily from (their) camp. 4. Do you think that these stones must be carried to the shore and thrown into the sea? Where did the women find them?

*B.* 1. “Afterward,” said the farmer, “we were sitting at home in the shade. But the children, who were looking for eggs, soon called us to see the baskets which they had filled.” 2. “At the same time,” said the soldier to the boys, “the enemy were hurrying to the river. But about this battle you will soon hear at school.” 3. “I saw some one stealing a horse from the field,” said the farmer. “Run, boys; let’s all try to catch him.” 4. “We thought that these Indians must at once be captured,” said the general; “for the other tribes were now setting out from the larger cities to help them.”



## SUMMARY OF FORMS

(To round out the Summary, certain forms are included which have not been treated in the Exercises of this book. All such additional forms are printed in italics, so that they can readily be distinguished from those which the student has thus far been required to learn.)

### NOUNS

#### THE FIRST OR $\bar{A}$ -DECLENSION

##### *mēnsa*, F.

	SINGULAR	PLURAL
Nom.	<i>mēnsa</i>	<i>mēnsae</i>
Gen.	<i>mēnsae</i>	<i>mēnsārum</i>
Dat.	<i>mēnsae</i>	<i>mēnsīs</i>
Acc.	<i>mēnsam</i>	<i>mēnsās</i>
Abl.	<i>mēnsā</i>	<i>mēnsīs</i>

#### THE SECOND OR O-DECLENSION

##### *hortus*, M.    *puer*, M.    *ager*, M.    *vir*, M.    *mālum*, N.

	SINGULAR				
Nom.	<i>hortus</i>	<i>puer</i>	<i>ager</i>	<i>vir</i>	<i>mālum</i>
Gen.	<i>hortī</i>	<i>puerī</i>	<i>agrī</i>	<i>virī</i>	<i>mālī</i>
Dat.	<i>hortō</i>	<i>puerō</i>	<i>agrō</i>	<i>virō</i>	<i>mālō</i>
Acc.	<i>hortum</i>	<i>puerum</i>	<i>agrū</i>	<i>virum</i>	<i>mālum</i>
Abl.	<i>hortō</i>	<i>puerō</i>	<i>agrō</i>	<i>virō</i>	<i>mālō</i>
	PLURAL				
Nom.	<i>hortī</i>	<i>puerī</i>	<i>agrī</i>	<i>virī</i>	<i>māla</i>
Gen.	<i>hortōrum</i>	<i>puerōrum</i>	<i>agrōrum</i>	<i>virōrum</i>	<i>mālōrum</i>
Dat.	<i>hortīs</i>	<i>puerīs</i>	<i>agrīs</i>	<i>virīs</i>	<i>mālīs</i>
Acc.	<i>hortōs</i>	<i>puerōs</i>	<i>agrōs</i>	<i>virōs</i>	<i>māla</i>
Abl.	<i>hortīs</i>	<i>puerīs</i>	<i>agrīs</i>	<i>virīs</i>	<i>mālīs</i>

REMARK. Masculines in *-us* have in the singular a special vocative form, as *Mārce, coque*, etc. By exception, *filius* and proper nouns in *-ius* abbreviate the vocative (and genitive) singular; e.g., *filii*. So also the genitive of a few neuters in *-ium*.

THE THIRD DECLENSION

Consonant Stems

	<i>flōs, M.</i>	<i>arbor, F.</i>	<i>litus, N.</i>
		SINGULAR	
Nom.	<i>flōs</i>	<i>arbor</i>	<i>litus</i>
Gen.	<i>flōris</i>	<i>arboris</i>	<i>litoris</i>
Dat.	<i>flōri</i>	<i>arbori</i>	<i>litori</i>
Acc.	<i>flōrem</i>	<i>arborem</i>	<i>litus</i>
Abl.	<i>flōre</i>	<i>arbore</i>	<i>litore</i>
		PLURAL	
Nom.	<i>flōrēs</i>	<i>arborēs</i>	<i>litora</i>
Gen.	<i>flōrum</i>	<i>arborum</i>	<i>litorum</i>
Dat.	<i>flōribus</i>	<i>arboribus</i>	<i>litoribus</i>
Acc.	<i>flōrēs</i>	<i>arborēs</i>	<i>litora</i>
Abl.	<i>flōribus</i>	<i>arboribus</i>	<i>litoribus</i>

I-Stems

	<i>ignis, M.</i>	<i>vallēs, F.</i>	<i>mare, N.</i>	<i>animal, N., liv- ing creature</i>
		SINGULAR		
Nom.	<i>ignis</i>	<i>vallēs</i>	<i>mare</i>	<i>animal</i>
Gen.	<i>ignis</i>	<i>vallis</i>	<i>maris</i>	<i>animālis</i>
Dat.	<i>igni</i>	<i>valli</i>	<i>marī</i>	<i>animālī</i>
Acc.	<i>ignem</i>	<i>vallem</i>	<i>mare</i>	<i>animal</i>
Abl.	<i>igni</i>	<i>valle</i>	<i>marī</i>	<i>animālī</i>
	<i>igne</i>			
		PLURAL		
Nom.	<i>ignēs</i>	<i>vallēs</i>	<i>maria</i>	<i>animālia</i>
Gen.	<i>ignium</i>	<i>vallium</i>	—	<i>animālium</i>
Dat.	<i>ignibus</i>	<i>vallibus</i>	—	<i>animālibus</i>
Acc.	<i>ignis</i>	<i>vallis</i>	<i>maria</i>	<i>animālia</i>
	<i>ignēs</i>	<i>vallēs</i>		
Abl.	<i>ignibus</i>	<i>vallibus</i>	—	<i>animālibus</i>

REMARK. Aside from the fact that its declension is complete, **animal** differs from **mare** only in that it has dropped the ending **-e** of the nominative singular. Through the loss of this ending there has arisen quite a large class of neuters with the nominative terminating in **-al** or **-ar**.

## THE FOURTH OR U-DECLENSION

	<b>exercitus, M.</b>		<b>cornū, N., horn</b>	
	SINGULAR	PLURA	SINGULAR	PLURAL
Nom.	exercitus	exercitūs	cornū	cornua
Gen.	exercitūs	exercituum	cornūs	cornuum
Dat.	exercitūi	exercitibus	cornū	cornibus
Acc.	exercitum	exercitūs	cornū	cornua
Abl.	exercitū	exercitibus	cornū	cornibus

## THE FIFTH OR Ē-DECLENSION

	<b>diēs, M. (and F.)</b>		<b>rēs, F.</b>	
	SINGULAR	PLURAL	SINGULAR	PLURAL
Nom.	diēs	diēs	rēs	rēs
Gen.	diēi	diērum	rei	rērum
Dat.	diēi	diēbus	rei	rēbus
Acc.	diem	diēs	rem	rēs
Abl.	diē	diēbus	rē	rēbus

## IRREGULAR NOUNS

	<b>deus, M.</b>	<b>domus, F.</b>	<b>vis, F.</b>
		SINGULAR	
Nom.	deus	domus	vis
Gen.	dei	domūs	—
Dat.	deō	domuī, domō	—
Acc.	deum	domum	vim
Abl.	deō	domō, domū	vī
		PLURAL	
Nom.	dei, diī, dī	domūs	vīrēs
Gen.	deōrum, deum	domuum, domōrum	vīrium
Dat.	deīs, diīs, dīs	domibus	vīribus
Acc.	deōs	domōs, domūs	vīrīs, vīrēs
Abl.	deīs, diīs, dīs	domibus	vīribus

## ADJECTIVES

## FIRST AND SECOND DECLENSIONS

**bonus, -a, -um**

	SINGULAR			PLURAL		
	<i>Masc.</i>	<i>Fem.</i>	<i>Neut.</i>	<i>Masc.</i>	<i>Fem.</i>	<i>Neut.</i>
Nom.	bonus	bona	bonum	bonī	bonae	bona
Gen.	bonī	bonae	bonī	bonōrum	bonārum	bonōrum
Dat.	bonō	bonae	bonō	bonīs	bonīs	bonīs
Acc.	bonum	bonam	bonum	bonōs	bonās	bona
Abl.	bonō	bonā	bonō	bonis	bonis	bonis

**miser, -era, -erum**

Nom.	miser	miserā	miserum	miserī	miserāe	miserā
Gen.	miserī	miserāe	miserī	miserōrum	miserārum	miserōrum
Dat.	miserō	miserāe	miserō	miserīs	miserīs	miserīs
Acc.	miserum	miseram	miserum	miserōs	miserās	miserā
Abl.	miserō	miserā	miserō	miserīs	miserīs	miserīs

**piger, -gra, -grum**

Nom.	piger	pigra	pigrum	pigrī	pigrae	pigra
Gen.	pigrī	pigrae	pigrī	pigrōrum	pigrārum	pigrōrum
Dat.	pigrō	pigrae	pigrō	pigrīs	pigrīs	pigrīs
Acc.	pigrum	pigram	pigrum	pigrōs	pigrās	pigra
Abl.	pigrō	pigrā	pigrō	pigrīs	pigrīs	pigrīs

## THIRD DECLENSION

## I-Stems

**fortis, -is, -e**

	SINGULAR			PLURAL		
	<i>Masc.</i>	<i>Fem.</i>	<i>Neut.</i>	<i>Masc.</i>	<i>Fem.</i>	<i>Neut.</i>
Nom.	fortis	fortis	forte	fortēs	fortēs	fortia
Gen.	fortis	fortis	fortis	fortium	fortium	fortium
Dat.	fortī	fortī	fortī	fortibus	fortibus	fortibus
Acc.	fortem	fortem	forte	fortis	fortis	fortia
				fortēs	fortēs	
Abl.	fortī	fortī	fortī	fortibus	fortibus	fortibus

**acer, acris, acre**

	SINGULAR			PLURAL		
	<i>Masc.</i>	<i>Fem.</i>	<i>Neut.</i>	<i>Masc.</i>	<i>Fem.</i>	<i>Neut.</i>
Nom.	acer	acris	acre	acrēs	acrēs	acria
Gen.	acris	acris	acris	acrium	acrium	acrium
Dat.	acrī	acrī	acrī	acribus	acribus	acribus
Acc.	acrem	acrem	acre	acrīs	acrīs	acria
				acrēs	acrēs	
Abl.	acrī	acrī	acrī	acribus	acribus	acribus

**Consonant Stems***The Present Participle***vocāns**

Nom.	vocāns	vocāns	vocāns	vocantēs	vocantēs	vocantia
Gen.	vocantis	vocantis	vocantis	vocantium	vocantium	vocantium
Dat.	vocantī	vocantī	vocantī	vocantibus	vocantibus	vocantibus
Acc.	vocantem	vocantem	vocāns	vocantēs	vocantēs	vocantia
				vocantis	vocantis	
Abl.	vocante	vocante	vocante	vocantibus	vocantibus	vocantibus

*The Comparative***altior, -ior, -ius**

Nom.	altior	altior	altius	altiōrēs	altiōrēs	altiōra
Gen.	altiōris	altiōris	altiōris	altiōrum	altiōrum	altiōrum
Dat.	altiōrī	altiōrī	altiōrī	altiōribus	altiōribus	altiōribus
Acc.	altiōrem	altiōrem	altius	altiōrēs	altiōrēs	altiōra
Abl.	altiōre	altiōre	altiōre	altiōribus	altiōribus	altiōribus

**plūs**

Nom.	—	—	<i>plūs</i>	plūrēs	plūrēs	plūra
Gen.	—	—	<i>plūris</i>	plūrium	plūrium	plūrium
Dat.	—	—	—	plūribus	plūribus	plūribus
Acc.	—	—	<i>plūs</i>	plūrēs	plūrēs	plūra
				plūris	plūris	
Abl.	—	—	<i>plūre</i>	plūribus	plūribus	plūribus

THE COMPARISON OF ADJECTIVES

REGULAR			IRREGULAR		
<i>Posit.</i>	<i>Comp.</i>	<i>Sup.</i>	<i>Posit.</i>	<i>Comp.</i>	<i>Sup.</i>
altus	altior	altissimus	bonus	mellior	optimus
fortis	fortior	fortissimus	magnus	maior	maximus
miser	miserior	miserrimus	malus	peior	pessimus
piger	pigrior	pigerrimus	multi	plures	plurimi
			parvus	minor	minimus

THE COMPARISON OF ADVERBS

REGULAR			IRREGULAR		
<i>Posit.</i>	<i>Comp.</i>	<i>Sup.</i>	<i>Posit.</i>	<i>Comp.</i>	<i>Sup.</i>
longe	longius	longissimē	diu	diutius	diutissimē
fortiter	fortius	fortissimē	facile	facilius	facillimē
celeriter	celerius	celerrimē	libenter	libentius	libentissimē
acriter	acrius	acerrimē			

NUMERALS

ūnus, -a, -um

	SINGULAR			PLURAL		
	<i>Masc.</i>	<i>Fem.</i>	<i>Neut.</i>	<i>Masc.</i>	<i>Fem.</i>	<i>Neut.</i>
Nom.	ūnus	ūna	ūnum	ūnī	ūnae	ūna
Gen.	ūnīus	ūnīus	ūnīus	ūnōrum	ūnārum	ūnōrum
Dat.	ūnī	ūnī	ūnī	ūnīs	ūnīs	ūnīs
Acc.	ūnum	ūnam	ūnum	ūnōs	ūnās	ūna
Abl. -	ūnō	ūnā	ūnō	ūnīs	ūnīs	ūnīs

NOTE. Eight other adjectives, in the genitive and dative singular, have the same endings as *ūnus*, namely: *alius*, *alter* (gen. *alterius*); *illius*, *nullus*; *uter* (gen. *utrius*), *neuter* (gen. *neutrius*); *solus*, *totus*. Of these *alius* has additional peculiarities: its neuter singular, nominative and accusative, is *aliud*; and in the genitive singular it borrows *alterius* from *alter*.

## duo, duae, duo

## trēs, trēs, tria

	PLURAL			PLURAL		
	<i>Masc.</i>	<i>Fem.</i>	<i>Neut.</i>	<i>Masc.</i>	<i>Fem.</i>	<i>Neut.</i>
Nom.	duo	duae	duo	trēs	trēs	tria
Gen.	duōrum	duārum	duōrum	trium	trium	trium
Dat.	duōbus	duābus	duōbus	tribus	tribus	tribus
Acc.	duo	duās	duo	trēs	trēs	tria
	duōs			trīs	trīs	
Abl.	duōbus	duābus	duōbus	tribus	tribus	tribus

## LIST OF NUMERALS

CARDINAL	ORDINAL
1. ūnus	prīmus
2. duo	secundus
3. trēs	tertius
4. quattuor	quārtus
5. quīnque	quīntus
6. sex	sextus
7. septem	septimus
8. octō	octāvus
9. novem	nōnus
10. decem	decimus
11. ūndecim	ūndecimus
12. duodecim	duodecimus
13. tredecim	tertius decimus
14. quattuordecim	quārtus decimus
15. quīndecim	quīntus decimus
16. sēdecim	sextus decimus
17. septendecim	septimus decimus
18. duodēviginti	duodēvicēsimus
19. ūndēviginti	ūndēvicēsimus
20. vīginti	vicēsimus

PRONOUNS

PERSONAL

	First Person		Second Person	
	ego		tū	
	SINGULAR	PLURAL	SINGULAR	PLURAL
Nom.	ego	nōs	tū	vōs
Gen.	meī	nostrum	tuī	vestrum
		nostrī		vestrī
Dat.	mihi	nōbīs	tibi	vōbīs
Acc.	mē	nōs	tē	vōs
Abl.	mē	nōbīs	tē	vōbīs

	Third Person			Third Person Reflexive
	is, ea, id			suī (gen.)
	SINGULAR			
	<i>Masc.</i>	<i>Fem.</i>	<i>Neut.</i>	<i>All Genders</i>
Nom.	is	ea	id	—
Gen.	eius	eius	eius	suī
Dat.	eī	eī	eī	sibi
Acc.	eum	eam	id	sē, sēsē
Abl.	eō	eā	eō	sē, sēsē

	PLURAL			
Nom.	eī, īī, ī	eae	ea	—
Gen.	eōrum	eārum	eōrum	suī
Dat.	eīs, īīs, īs	eīs, īīs, īs	eīs, īīs, īs	sibi
Acc.	eōs	eās	ea	sē, sēsē
Abl.	eīs, īīs, īs	eīs, īīs, īs	eīs, īīs, īs	sē, sēsē

NOTE 1. The oblique cases of *ego* and *tū* serve as the reflexive of the first and second persons.

NOTE 2. The personal pronoun *is, ea, id* may be used also as an adjective meaning "this," or "that."



## DEMONSTRATIVE

	<b>hic, haec, hoc</b>			<b>ille, illa, illud</b>		
	SINGULAR					
	<i>Masc.</i>	<i>Fem.</i>	<i>Neut.</i>	<i>Masc.</i>	<i>Fem.</i>	<i>Neut.</i>
Nom.	hic	haec	hoc	ille	illa	illud
Gen.	huius	huius	huius	illius	illius	illius
Dat.	huic	huic	huic	illi	illi	illi
Acc.	hunc	hanc	hoc	illum	illam	illud
Abl.	hōc	hāc	hōc	illō	illā	illō
	PLURAL					
Nom.	hī	hae	haec	illī	illae	illa
Gen.	hōrum	hārum	hōrum	illōrum	illārum	illōrum
Dat.	hīs	hīs	hīs	illis	illis	illis
Acc.	hōs	hās	haec	illōs	illās	illa
Abl.	hīs	hīs	his	illis	illis	illis

NOTE. The demonstrative pronoun *iste, ista, istud* is declined in the same way as *ille*.

	INTENSIVE			OF IDENTITY		
	<b>ipse, ipsa, ipsum</b>			<b>idem, eadem, idem</b>		
	SINGULAR					
	<i>Masc.</i>	<i>Fem.</i>	<i>Neut.</i>	<i>Masc.</i>	<i>Fem.</i>	<i>Neut.</i>
Nom.	ipse	ipsa	ipsum	īdem	eadem	idem
Gen.	ipsius	ipsius	ipsius	eiusdem	eiusdem	eiusdem
Dat.	ipsī	ipsī	ipsī	eīdem	eīdem	eīdem
Acc.	ipsum	ipsam	ipsum	eundem	eandem	idem
Abl.	ipsō	ipsā	ipsō	eōdem	eādem	eōdem
	PLURAL					
Nom.	ipsī	ipsae	ipsa	{ eīdem eīdem eīdem	eaedem	eadem
Gen.	ipsōrum	ipsārum	ipsōrum	eōrundem	eārundem	eōrundem
Dat.	ipsis	ipsis	ipsis	{ eisdem iisdem isdem	eisdem	iisdem isdem
Acc.	ipsōs	ipsās	ipsa	eōsdem	eāsdem	eadem
Abl.	ipsis	ipsis	ipsis	{ eisdem iisdem isdem	eisdem	iisdem isdem

INTERROGATIVE: **quī (quis), quae, quod (quid)**

	SINGULAR			PLURAL		
	<i>Masc.</i>	<i>Fem.</i>	<i>Neut.</i>	<i>Masc.</i>	<i>Fem.</i>	<i>Neut.</i>
Nom.	quī, quis	quae	quod, quid	quī	quae	quae
Gen.	cuius	cuius	cuius	quōrum	quārum	quōrum
Dat.	cui	cui	cui	quibus	quibus	quibus
Acc.	quem	quam	quod, quid	quōs	quās	quae
Abl.	quō	quā	quō	quibus	quibus	quibus

NOTE. This pronoun may be used either as an adjective or as a noun. In the noun use, **quis** replaces **quī** (singular), **quid** replaces **quod**, and the feminine is lacking throughout.

RELATIVE: **quī, quae, quod**

The forms of this pronoun are identical with the forms of the interrogative pronoun as given above, excepting that **quis** and **quid** are lacking.

INDEFINITE

**quidam, quaedam, quoddam aliquī (aliquis), aliqua, ali-  
(quiddam) quod (aliquid)**

	SINGULAR					
	<i>Masc.</i>	<i>Fem.</i>	<i>Neut.</i>	<i>Masc.</i>	<i>Fem.</i>	<i>Neut.</i>
N.	quidam	quaedam	quoddam	aliquī	aliqua	aliquid
			quiddam	aliquis		aliquid
G.	cuiusdam	cuiusdam	cuiusdam	alicuius	alicuius	alicuius
D.	cuidam	cuidam	cuidam	alicui	alicui	alicui
A.	quendam	quandam	quoddam	aliquem	aliquam	aliquid
			quiddam			aliquid
A.	quōdam	quādam	quōdam	aliquō	aliquā	aliquō

	PLURAL					
N.	quidam	quaedam	quaedam	aliquī	aliquae	aliqua
G.	quōrundam	quārundam	quōrundam	aliquōrum	aliquārum	aliquōrum
D.	quibusdam	quibusdam	quibusdam	aliquibus	aliquibus	aliquibus
A.	quōsdam	quāsdam	quōsdam	aliquōs	aliquās	aliqua
A.	quibusdam	quibusdam	quibusdam	aliquibus	aliquibus	aliquibus

NOTE. Both of these pronouns may be used either as adjectives or as nouns. In the noun use, **quiddam** replaces **quoddam**, **aliquis** replaces **aliquī** (singular), **aliquid** replaces **aliquod**, and the feminine of **aliquis** is lacking throughout.

## REGULAR VERBS

THE FIRST OR  $\bar{A}$ -CONJUGATION**vocō, vocāre, vocāvī, vocātus**

		ACTIVE		PASSIVE	
		INDICATIVE	SUBJUNCTIVE	INDICATIVE	SUBJUNCTIVE
Present	{	vocō	vocem	vocor	vocer
		vocās	vocēs	vocāris	vocēris
		vocat	vocet	vocātur	vocētur
	{	vocāmus	vocēmus	vocāmur	vocēmur
		vocātis	vocētis	vocāminī	vocēminī
		vocant	vocent	vocantur	vocentur
Imperfect	{	vocābam	vocārem	vocābar	vocārer
		vocābās	vocārēs	vocābāris	vocārēris
		vocābat	vocāret	vocābātur	vocārētur
	{	vocābāmus	vocārēmus	vocābāmur	vocārēmur
		vocābātis	vocārētis	vocābāminī	vocārēminī
		vocābant	vocārent	vocābantur	vocārentur
Future	{	vocābō		vocābor	
		vocābis		vocāberis	
		vocābit		vocābere	
	{	vocābimus		vocābimur	
		vocābitis		vocābiminī	
		vocābunt		vocābuntur	
Perfect	{	vocāvī	vocāverim	vocātus sum	vocātus sim
		vocāvistī	vocāveris	vocātus es	vocātus sis
		vocāvit	vocāverit	vocātus est	vocātus sit
	{	vocāvimus	vocāverimus	vocātī sumus	vocātī simus
		vocāvistis	vocāveritis	vocātī estis	vocātī sitis
		vocāvērunt	vocāverint	vocātī sunt	vocātī sint

		ACTIVE		PASSIVE	
		INDICATIVE	SUBJUNCTIVE	INDICATIVE	SUBJUNCTIVE
Plu- perfect	}	<i>vocāveram</i>	<i>vocāvissem</i>	<i>vocātus eram</i>	<i>vocātus essem</i>
		<i>vocāverās</i>	<i>vocāvissēs</i>	<i>vocātus erās</i>	<i>vocātus essēs</i>
		<i>vocāverat</i>	<i>vocāvisset</i>	<i>vocātus erat</i>	<i>vocātus esset</i>
	}	<i>vocāverāmus</i>	<i>vocāvissēmus</i>	<i>vocāti erāmus</i>	<i>vocāti essēmus</i>
		<i>vocāverātis</i>	<i>vocāvissētis</i>	<i>vocāti erātis</i>	<i>vocāti essētis</i>
		<i>vocāverant</i>	<i>vocāvissent</i>	<i>vocāti erant</i>	<i>vocāti essent</i>
Future Perfect	}	<i>vocāverō</i>		<i>vocātus erō</i>	
		<i>vocāveris</i>		<i>vocātus eris</i>	
		<i>vocāverit</i>		<i>vocātus erit</i>	
	}	<i>vocāverimus</i>		<i>vocāti erimus</i>	
		<i>vocāveritis</i>		<i>vocāti eritis</i>	
		<i>vocāverint</i>		<i>vocāti erunt</i>	

		IMPERATIVE			
		SINGULAR	PLURAL	SINGULAR	PLURAL
Present		<i>vocā</i>	<i>vocāte</i>	<i>vocāre</i>	<i>vocāminī</i>
Future	}	<i>vocātō</i>	<i>vocātōte</i>	<i>vocātor</i>	
		<i>vocātō</i>	<i>vocantō</i>	<i>vocātor</i>	<i>vocantor</i>

		PARTICIPLE	
Present	<i>vocāns</i>		
Perfect			<i>vocātus, -a, -um</i>
Future	<i>vocātūrus, -a, -um</i>		

		INFINITIVE	
Present	<i>vocāre</i>		<i>vocārī</i>
Perfect	<i>vocāvisse</i>		<i>vocātus esse</i>
Future	<i>vocātūrus esse</i>		<i>vocātum īrī</i>

		GERUND	GERUNDIVE
Gen.	<i>vocandī</i>		<i>vocandus, -a, -um</i>
Dat.	<i>vocandō</i>		
Acc.	<i>vocandum</i>		
Abl.	<i>vocandō</i>		

SUPINE  
*vocātum, vocātū*

THE SECOND OR  $\bar{E}$ -CONJUGATION**habēō, habēre, habuī, habitus**

		ACTIVE		PASSIVE	
		INDICATIVE	SUBJUNCTIVE	INDICATIVE	SUBJUNCTIVE
Present	{	habēō	habeam	habeor	habear
		habēs	habeās	habēris	habeāris
		habet	habeat	habēre	habeāre
		habētur		habētur	habeātur
		habēmus	habeāmus	habēmur	habeāmur
		habētis	habeātis	habēminī	habeāminī
habent	habeant	habentur	habeantur		
Im- perfect	{	habēbam	habērem	habēbar	habērer
		habēbās	habērēs	habēbāris	habērēris
		habēbat	habēret	habēbāre	habērēre
		habēbāt		habēbātur	habērētur
		habēbāmus	habērēmus	habēbāmur	habērēmur
		habēbātis	habērētis	habēbāminī	habērēminī
habēbant	habērent	habēbantur	habērentur		
Future	{	habēbō		habēbor	
		habēbis		habēberis	
		habēbit		habēbere	
		habēbitur		habēbitur	
		habēbimus		habēbimur	
		habēbitis		habēbiminī	
habēbunt		habēbuntur			
Perfect	{	habuī	habuerim	habitus sum	habitus sim
		habuisti	habueris	habitus es	habitus sis
		habuit	habuerit	habitus est	habitus sit
		habuimus	habuerimus	habiti sumus	habiti simus
		habuistis	habueritis	habiti estis	habiti sitis
		habuerunt	habuerint	habiti sunt	habiti sint

		ACTIVE		PASSIVE	
		INDICATIVE	SUBJUNCTIVE	INDICATIVE	SUBJUNCTIVE
Plu- perfect	{	habueram	habuisse	habitus eram	habitus essem
		habuerās	habuisse	habitus erās	habitus essēs
		habuerat	habuisset	habitus erat	habitus esset
	{	habuerāmus	habuisse	habiti erāmus	habiti essēmus
		habuerātis	habuisse	habiti erātis	habiti essētis
		habuerant	habuissent	habiti erant	habiti essent
Future Perfect	{	habuerō		habitus erō	
		habueris		habitus eris	
		habuerit		habitus erit	
	{	habuerimus		habiti erimus	
		habueritis		habiti eritis	
		habuerint		habiti erunt	

		IMPERATIVE			
		SINGULAR	PLURAL	SINGULAR	PLURAL
Present	habē	habēte		habēre	habēmini
Future	{ <i>habētō</i>	<i>habētōte</i>		<i>habētōr</i>	
	{ <i>habētō</i>	<i>habentō</i>		<i>habētōr</i>	<i>habentor</i>

		PARTICIPLE	
Present	habēns		
Perfect			habitus, -a, -um
Future	<i>habiturus, -a, -um</i>		

		INFINITIVE	
Present	habēre		habēri
Perfect	<i>habuisse</i>		<i>habitus esse</i>
Future	<i>habiturus esse</i>		<i>habiturum iri</i>

		GERUND	
Gen.	<i>habendī</i>		GERUNDIVE
Dat.	<i>habendō</i>		habendus, -a, -um
Acc.	<i>habendum</i>		
Abl.	<i>habendō</i>		

SUPINE  
*habiturum, habitū*

THE THIRD OR  $\ddot{E}$ -CONJUGATION**mittō, mittere, mīsi, missus**

		ACTIVE		PASSIVE	
		INDICATIVE	SUBJUNCTIVE	INDICATIVE	SUBJUNCTIVE
Present	{	mittō	mittam	mittor	mittar
		mittis	mittās	mitteris	mittāris
		mittit	mittat	mittitur	mittātur
	{	mittimus	mittāmus	mittimur	mittāmur
		mittitis	mittātis	mittimini	mittāmini
		mittunt	mittant	mittuntur	mittantur
Imperfect	{	mittēbam	mitterem	mittēbar	mitterer
		mittēbās	mitterēs	mittēbāris	mitterēris
		mittēbat	mitteret	mittēbātur	mitterētur
	{	mittēbāmus	mitterēmus	mittēbāmur	mitterēmur
		mittēbātis	mitterētis	mittēbāmini	mitterēmini
		mittēbant	mitterent	mittēbantur	mitterentur
Future	{	mittam		mittar	
		mittēs		mittēris	
		mittet		mittētur	
	{	mittēmus		mittēmur	
		mittētis		mittēmini	
		mittent		mittentur	
Perfect	{	mīsi	mīserim	missus sum	missus sim
		mīstī	mīseris	missus es	missus sis
		mīsīt	mīserit	missus est	missus sit
	{	mīsimus	mīserimus	missī sumus	missī simus
		mīstis	mīseritis	missī estis	missī sitis
		mīsērunt	mīserint	missī sunt	missī sint

		ACTIVE		PASSIVE	
		INDICATIVE	SUBJUNCTIVE	INDICATIVE	SUBJUNCTIVE
Plu- perfect	{	<i>miseram</i>	<i>miseressem</i>	<i>missus eram</i>	<i>missus essem</i>
		<i>miserās</i>	<i>miseressēs</i>	<i>missus erās</i>	<i>missus essēs</i>
		<i>miserat</i>	<i>miserasset</i>	<i>missus erat</i>	<i>missus esset</i>
	{	<i>miserāmus</i>	<i>miseressemus</i>	<i>missi erāmus</i>	<i>missi essemus</i>
		<i>miserātis</i>	<i>miseressētis</i>	<i>missi erātis</i>	<i>missi essētis</i>
		<i>miserant</i>	<i>miserassent</i>	<i>missi erant</i>	<i>missi essent</i>
Future Perfect	{	<i>miserō</i>		<i>missus erō</i>	
		<i>miseris</i>		<i>missus eris</i>	
		<i>miserit</i>		<i>missus erit</i>	
	{	<i>miserimus</i>		<i>missi erimus</i>	
		<i>miseritis</i>		<i>missi eritis</i>	
		<i>miserint</i>		<i>missi erunt</i>	
IMPERATIVE					
		SINGULAR	PLURAL	SINGULAR	PLURAL
Present		<i>mitte</i>	<i>mittite</i>	<i>mittere</i>	<i>mittimini</i>
Future	{	<i>mittitō</i>	<i>mittitōte</i>	<i>mittitor</i>	
		<i>mittitō</i>	<i>mittuntō</i>	<i>mittitor</i>	<i>mittuntor</i>
PARTICIPLE					
Present		<i>mittēns</i>			
Perfect				<i>missus, -a, -um</i>	
Future		<i>missūrus, -a, -um</i>			
INFINITIVE					
Present		<i>mittere</i>		<i>mitti</i>	
Perfect		<i>mississe</i>		<i>missus esse</i>	
Future		<i>missūrus esse</i>		<i>missum iri</i>	
		GERUND	GERUNDIVE		
Gen.		<i>mittendī</i>	<i>mittendus, -a, -um</i>		
Dat.		<i>mittendō</i>			
Acc.		<i>mittendum</i>			
Abl.		<i>mittendō</i>			
SUPINE					
<i>missum, missū</i>					



## THE THIRD OR Ē-CONJUGATION (-iō VERBS)

**rapīō, rapere, rapui, raptus**

		ACTIVE		PASSIVE	
		INDICATIVE	SUBJUNCTIVE	INDICATIVE	SUBJUNCTIVE
Present	{	rapīō	rapiam	rapior	rapiar
		rapis	rapias	raperis	rapiaris
		rapit	rapiat	rapere	rapiare
		rapimus	rapiamus	rapitur	rapiantur
		rapitis	rapiatis	rapimur	rapiamur
		rapiunt	rapiant	rapimini	rapiamini
Imperfect	{	rapiebam	raperem	rapiebar	raperer
		rapiebās	raperēs	rapiebāris	raperēris
		rapiebat	raperet	rapiebāre	raperēre
		rapiebamus	raperēmus	rapiebātur	raperētur
		rapiebātis	raperētis	rapiebāmini	raperēmini
		rapiebant	raperent	rapiebantur	raperentur
Future	{	rapiam		rapiar	
		rapies		rapieris	
		rapiet		rapiere	
		rapiemus		rapientur	
		rapietis		rapiemur	
		rapient		rapiemini	
Perfect	{	rapui	rapuerim	raptus sum	raptus sim
		rapuisti	rapueris	raptus es	raptus sis
		rapuit	rapuerit	raptus est	raptus sit
		rapuimus	rapuerimus	rapti sumus	rapti simus
		rapuistis	rapueritis	rapti estis	rapti sitis
		rapuerunt	rapuerint	rapti sunt	rapti sint

		ACTIVE		PASSIVE	
		INDICATIVE	SUBJUNCTIVE	INDICATIVE	SUBJUNCTIVE
Plu- perfect	}	rapueram	rapuissem	raptus eram	raptus essem
		rapuerās	rapuissēs	raptus erās	raptus essēs
		rapuerat	rapuisset	raptus erat	raptus esset
		rapuerāmus	rapuissēmus	rapti erāmus	rapti essēmus
		rapuerātis	rapuissētis	rapti erātis	rapti essētis
		rapuerant	rapuissent	rapti erant	rapti essent
Future Perfect	}	rapuerō		raptus erō	
		rapueris		raptus eris	
		rapuerit		raptus erit	
		rapuerimus		rapti erimus	
		rapueritis		rapti eritis	
		rapuerint		rapti erunt	

IMPERATIVE

		SINGULAR	PLURAL	SINGULAR	PLURAL
Present		rape	rapite	rapere	rapimini
Future	}	<i>rapitō</i>	<i>rapitōte</i>	<i>rapitor</i>	
		<i>rapitō</i>	<i>rapiantō</i>	<i>rapitor</i>	<i>rapiantor</i>

PARTICIPLE

Present	rapiens	
Perfect		raptus, -a, -um
Future	<i>rapturus, -a, -um</i>	

INFINITIVE

Present	rapere	rapī
Perfect	<i>rapuisse</i>	<i>raptus esse</i>
Future	<i>rapturus esse</i>	<i>raptum iri</i>

GERUND

Gen.	<i>rapienti</i>
Dat.	<i>rapiendō</i>
Acc.	<i>rapendum</i>
Abl.	<i>rapiendō</i>

GERUNDIVE

rapiendus, -a, -um

SUPINE

*raptum, raptū*

## DEPONENTS

As all conjugations are given in full above, the corresponding deponents are here presented largely in synopsis.

	I		II	
	<b>moror, morāri</b>		<b>polliceor, pollicēri</b>	
	<b>morātus sum</b>		<b>pollicitus sum</b>	
	INDICATIVE	SUBJUNCTIVE	INDICATIVE	SUBJUNCTIVE
Present	moror	morer	polliceor	pollicear
Imperf.	morābar	morārer	pollicēbar	pollicērer
Future	morābor		pollicēbor	
Perfect	morātus sum	morātus sim	pollicitus sum	pollicitus sim
Pluperf.	morātus eram	morātus essem	pollicitus eram	pollicitus essem
Fut. Perf.	morātus erō		pollicitus erō	
	IMPERATIVE			
	SINGULAR	PLURAL	SINGULAR	PLURAL
Present	morāre	morāminī	pollicēre	pollicēminī
Future	<i>morātor</i> <i>morātor</i>	<i>morantor</i>	<i>pollicētor</i> <i>pollicētor</i>	<i>pollicentor</i>
	PARTICIPLE			
Present	morāns		pollicēns	
Perfect	morātus, -a, -um		pollicitus, -a, -um	
Future	<i>morātūrus, -a, -um</i>		<i>pollicitūrus, -a, -um</i>	
	INFINITIVE			
Present	morārī		pollicēri	
Perfect	<i>morātus esse</i>		<i>pollicitus esse</i>	
Future	<i>morātūrus esse</i>		<i>pollicitūrus esse</i>	
	GERUND	GERUNDIVE	GERUND	GERUNDIVE
Gen.	<i>morandī</i>	morand(us, -a), -um	<i>pollicendī</i>	pollicendus, -a, -um
Dat.	<i>morandō</i>		<i>pollicendō</i>	
Acc.	<i>morandum</i>		<i>pollicendum</i>	
Abl.	<i>morandō</i>		<i>pollicendō</i>	
	SUPINE			
	<i>morātum, morātū</i>		<i>pollicitum, pollicitū</i>	

	III		IIIa	
	proficiscor, proficisci profectus sum		patior, pati passus sum	
	INDICATIVE	SUBJUNCTIVE	INDICATIVE	SUBJUNCTIVE
Present	proficiscor	proficiscar	patior	patiar
Imperf.	proficiscēbar	proficiscerer	patiōbar	paterer
Future	proficiscar		patiar	
Perfect	profectus sum	profectus sim	passus sum	passus sim
Pluperf.	profectus eram	profectus essem	passus eram	passus essem
Fut. Perf.	profectus erō		passus erō	
	IMPERATIVE			
	SINGULAR	PLURAL	SINGULAR	PLURAL
Present	proficiscere	proficiscimini	patere	patimini
Future	{ <i>proficiscitor</i> <i>proficiscitor</i>	<i>proficiscuntor</i>	<i>patiōtor</i> <i>patiōtor</i>	<i>patiuntor</i>
	PARTICIPLE			
Present	proficiscēns		patiōns	
Perfect	profectus, -a, -um		passus, -a, -um	
Future	<i>profectūrus, -a, -um</i>		<i>passūrus, -a, -um</i>	
	INFINITIVE			
Present	proficisci		pati	
Perfect	<i>profectus esse</i>		<i>passus esse</i>	
Future	<i>profectūrus esse</i>		<i>passūrus esse</i>	
	GERUND	GERUNDIVE	GERUND	GERUNDIVE
Gen.	<i>proficiscendī</i>	proficiscend(ua, -a),	<i>patiendī</i>	patiendus, -a, -um
Dat.	<i>proficiscendō</i>	-um	<i>patiendō</i>	
Acc.	<i>proficiscendum</i>		<i>patiendum</i>	
Abl.	<i>proficiscendō</i>		<i>patiendō</i>	
	SUPINE			
	<i>profectum, profectū</i>		<i>passum, passū</i>	

## IV

**adorior, adoriri, adortus sum**<sup>1</sup>

	INDICATIVE	SUBJUNCTIVE
Present	adorior	adoriar
Imperfect	adoriēbar	adorīrer
Future	adoriar	
Perfect	adortus sum	adortus sim
Pluperfect	adortus eram	adortus essem
Future Perfect	adortus erō	
	IMPERATIVE	
	SINGULAR	PLURAL
Present	adorīre	adorīminī
Future	{ <i>adorītōr</i> <i>adorītōr</i>	<i>adoriuntōr</i>
	PARTICIPLE	
Present	adoriēns	
Perfect	adortus, -a, -um	
Future	<i>adortūrus, -a, -um</i>	
	INFINITIVE	
Present	adorīri	
Perfect	<i>adortus esse</i>	
Future	<i>adortūrus esse</i>	
	GERUND	GERUNDIVE
Gen.	<i>adoriendī</i>	adoriendus, -a, -um
Dat.	<i>adoriendō</i>	
Acc.	<i>adoriendum</i>	
Abl.	<i>adoriendō</i>	

## SUPINE

*adortum, adortū*

<sup>1</sup>On the analogy of *audiō* it might be expected that the perfect passive participle of deponents of the fourth conjugation would end in *-itus*; but the commonest deponents of the fourth conjugation form the perfect passive participle in other ways.

IRREGULAR VERBS

		sum, esse, fui		possum, posse, potui	
		INDICATIVE	SUBJUNCTIVE	INDICATIVE	SUBJUNCTIVE
Present	{	sum	sim	possum	possim
		es	sis	potes	possis
		est	sit	potest	possit
Im- perfect	{	eram	essem	poteram	possem
		erās	essēs	poterās	possēs
		erat	esset	poterat	possset
Future	{	erāmus	essēmus	poterāmus	possēmus
		erātis	essētis	poterātis	possētis
		erant	essent	poterant	possent
Future	{	erō		poterō	
		eris		poteris	
		erit		poterit	
Future	{	erimus		poterimus	
		eritis		poteritis	
		erunt		poterunt	

Perfect tenses regular.

Perfect tenses regular.

IMPERATIVE

	SINGULAR	PLURAL
Present	es	este
Future	estō	estōte
	estō	sunō

PARTICIPLE

Future *futūrus, -a, -um*

INFINITIVE

Present	esse	posse
Perfect	fuisse	potuisse
Future	futūrus esse, fore	

		eō, ire, īi, itum		volō, velle, volui	
		INDICATIVE	SUBJUNCTIVE	INDICATIVE	SUBJUNCTIVE
Present	eō	eam	volō	velim	
	is	eās	vīs	velis	
	it	eāt	volūt	velit	
Present	imus	eāmus	volūmus	velimus	
	itis	eātis	volūtis	velitis	
	eunt	eant	volūt	velint	
Im- perfect	ibam	irem	volēbam	vellem	
	ibās	irēs	volēbās	velles	
	ibat	iret	volēbat	vellet	
Im- perfect	ibāmus	irēmus	volēbāmus	vellemus	
	ibātis	irētis	volēbātis	velletis	
	ibant	irent	volēbant	velleat	
Future	ibō		volam		
	ibis		volēs		
	ibit		volet		
Future	ibimus		volēmus		
	ibitis		volētis		
	ibunt		volent		
Perfect	īi	ierim, etc.	volui, etc.	voluerim, etc.	
	istī				
	iit				
Perfect	iimus				
	istis				
	iērunt				
Pluperf.	ieram, etc.	issem, etc.	volueram, etc.	voluisssem, etc.	
Fut. Perf.	ierō, etc.		voluerō, etc.		

## IMPERATIVE

		SINGULAR	PLURAL
Present		ī	ite
Future	{	ito	ite
	{	ito	eunto

PARTICIPLE

	SINGULAR	PLURAL
Present	<b>iēns, gen. euntis</b>	<b>volēns</b>
Perfect	<b>it(us, -a), -um</b>	
Future	<b>itūrus, -a, -um</b>	

INFINITIVE

Present	<b>ire</b>	<b>velle</b>
Perfect	<b>isse</b>	<b>voluisse</b>
Future	<b>itūrus esse</b>	

GERUND

GERUNDIVE

Gen.	<b>eundī</b>	<b>eund(us, -a), -um</b>
Dat.	<b>eundō</b>	
Acc.	<b>eundum</b>	
Abl.	<b>eundō</b>	

**mālō, mälle, mälui**

**nölō, nölle, nölui**

	INDICATIVE	SUBJUNCTIVE	INDICATIVE	SUBJUNCTIVE
Present	mālō	mälīm	nölō	nölīm
	māvis	mälīs	nōn vīs	nölīs
	māvult	mälīt	nōn vult	nölīt
	mälumus	mälīmus	nölumus	nölīmus
	māvultis	mälītis	nōn vultis	nölītis
Imperfect	mälunt	mälīnt	nölunt	nölīnt
	mälēbam	mällem	nölēbam	nöllem
	mälēbās	mälles	nölēbās	nölles
	mälēbat	mället	nölēbat	nöllet
	mälēbāmus	mällemus	nölēbāmus	nöllemus
Future	mälēbātis	mälletis	nölēbātis	nölletis
	mälēbant	mälent	nölēbant	nölent
	[mālam]		[nōlam]	
	mälēs		nölēs	
	mälet		nölēt	
Future	mälēmus		nölēmus	
	mälētis		nölētis	
	mälent		nölent	

Perfect tenses regular.

Perfect tenses regular.



		<b>IMPERATIVE</b>	
			SINGULAR      PLURAL
Present			nōli      nōlite
Future			<i>nōlitō</i> <i>nōlitōte</i>
			<i>nōlitō</i> <i>nōluntō</i>
		<b>PARTICIPLE</b>	
Present			nōlēns
		<b>INFINITIVE</b>	
Present	mālle		nōlle
Perfect	<i>māluisse</i>		<i>nōluisse</i>

**dō, dare, dedi, datus**

This verb deviates from the first conjugation principally in that its *a* is often short in situations where the first conjugation would call for *ā*.

		ACTIVE		PASSIVE	
		INDICATIVE	SUBJUNCTIVE	INDICATIVE	SUBJUNCTIVE
Present	{	dō	dem	—	—
		dās	dēs	daris	dēris
		dare		dare	dēre
		dat	det	datur	dētur
		damus	dēmus	damur	—
		datis	dētis	damini	dēmini
		dant	dent	dantur	dentur
Imperfect	{	dabam	darem	dabar	darer
		dabās	darēs	dabāris	darēris
		dabare		dabāre	darēre
		dabat	daret	dabātur	darētur
		dabāmus	darēmus	dabāmur	darēmur
		dabātis	darētis	dabāmini	darēmini
		dabant	darent	dabantur	darentur
Future	{	dabō		dabor	
		dabis		daberis	
		dabit		dabere	
		dabitur		dabitur	
		dabimus		dabimur	
		dabitis		dabimini	
		dabunt		dabuntur	

*Perfect tenses regular (excepting that the *a* of datus is short).*

		IMPERATIVE			
	SINGULAR	PLURAL	SINGULAR	PLURAL	
Present	<i>dā</i>	<i>date</i>	<i>dare</i>	<i>damini</i>	
Future	<i>datō</i>	<i>datōte</i>	<i>dator</i>	<i>dantor</i>	
	<i>datō</i>	<i>dantō</i>	<i>dator</i>		
		PARTICIPLE			
Present	<i>dāns</i>				
Perfect			<i>datus, -a, -um</i>		
Future	<i>datūrus, -a, -um</i>				
		INFINITIVE			
Present	<i>dare</i>		<i>dari</i>		
Perfect	<i>dedisse</i>		<i>datus esse</i>		
Future	<i>datūrus esse</i>		<i>datum iri</i>		
		GERUND			
Gen.	<i>dandī</i>		<i>dandus, -a, -um</i>		
Dat.	<i>dandō</i>				
Acc.	<i>dandum</i>				
Abl.	<i>dandō</i>				
		SUPINE			
			<i>datum, datū</i>		

**edō, ēsse (edere), ēdi, ēsus**

The peculiarities of *edō* are due to the fact that its regular forms are often contracted, as in the infinitive above. Otherwise the verb conforms to the third conjugation, and only so much of it is here given as is needful to display the contracted forms.

		ACTIVE		PASSIVE	
	INDICATIVE	SUBJUNCTIVE	INDICATIVE	SUBJUNCTIVE	
Present	<i>edō</i>	<i>edam</i>	<i>edor</i>	<i>edar</i>	
	<i>ēs</i>	<i>edās</i>	<i>ederis</i>	<i>edāris</i>	
	<i>edis</i>		<i>edere</i>	<i>edāre</i>	
	<i>ēst</i>	<i>edat</i>	<i>ēstur</i>	<i>edātur</i>	
	<i>edit</i>		<i>editur</i>		
	<i>edimus</i>	<i>edāmus</i>	<i>edimur</i>	<i>edāmur</i>	
	<i>ēstis</i>	<i>edātis</i>	<i>edimini</i>	<i>edāmini</i>	
	<i>editis</i>				
	<i>edunt</i>	<i>edant</i>	<i>eduntur</i>	<i>edantur</i>	

		ACTIVE		PASSIVE	
		INDICATIVE	SUBJUNCTIVE	INDICATIVE	SUBJUNCTIVE
Im- perfect	}	edēbam	ēssem ederem	edēbar	ederer
		edēbās	ēsēs ederēs	edēbāris	ederēris
		edēbat	ēsset ederet	edēbātur	ēssetur ederētur
		edēbāmus	ēssemus ederēmus	edēbāmur	ederēmur
		edēbātis	ederētis	edēbāminī	ederēminī
		edēbant	essent ederent	edēbantur	ederentur
IMPERATIVE					
		SINGULAR	PLURAL	SINGULAR	PLURAL
Present		ēs (ede)	ēste (edite)	edere	ediminī
Future	{	ēstō (editō)	ēstōte (editōte)	editōr	
		ēstō (editō)	eduntō	editōr	eduntor

## ferō, ferre, tuli, lātus

		ACTIVE		PASSIVE	
		INDICATIVE	SUBJUNCTIVE	INDICATIVE	SUBJUNCTIVE
Present	}	ferō	feram	feror	ferar
		fers	ferās	ferris	ferāris
		fert	ferat	ferre	ferāre
		ferimus	ferāmus	ferimur	ferāmur
		fertis	ferātis	ferimini	ferāminī
		ferunt	ferant	feruntur	ferantur
Im- perfect	}	ferēbam	ferrem	ferēbar	ferrer
		ferēbās	ferrēs	ferēbāris	ferrēris
		ferēbat	ferret	ferēbāre	ferrēre
		ferēbat	ferret	ferēbātur	ferrētur
		ferēbāmus	ferrēmus	ferēbāmur	ferrēmur
		ferēbātis	ferrētis	ferēbāminī	ferrēminī
		ferēbant	ferrent	ferēbantur	ferrentur

	ACTIVE	PASSIVE	
	INDICATIVE	INDICATIVE	
Future	{ <i>feram</i> <i>ferēs</i> <i>feret</i>	<i>ferar</i> <i>ferēris</i> <i>ferēre</i> <i>ferētur</i>	
		{ <i>ferēmus</i> <i>ferētis</i> <i>ferent</i>	<i>ferēmur</i> <i>ferēmini</i> <i>ferentur</i>

Perfect tenses regular.

	IMPERATIVE			
	SINGULAR	PLURAL	SINGULAR	PLURAL
Present	<i>fer</i>	<i>ferite</i>	<i>ferre</i>	<i>ferimini</i>
Future	{ <i>fertō</i> <i>fertō</i>	<i>fertote</i> <i>feruntō</i>	<i>fertor</i> <i>fertor</i>	<i>feruntor</i>

	PARTICIPLE	
Present	<i>ferēs</i>	
Perfect		<i>lātus, -a, -um</i>
Future	<i>lātūrus, -a, -um</i>	

	INFINITIVE	
Present	<i>ferre</i>	<i>ferī</i>
Perfect	<i>tulisse</i>	<i>lātus esse</i>
Future	<i>lātūrus esse</i>	<i>lātum ert</i>

	GERUND	GERUNDIVE
Gen.	<i>ferendī</i>	<i>ferendus, -a, -um</i>
Dat.	<i>ferendō</i>	
Acc.	<i>ferendum</i>	
Abl.	<i>ferendō</i>	

SUPINE  
*lātum, lātū*

## fiō, fieri, factus sum

	INDICATIVE	SUBJUNCTIVE
Present	fiō	fiam
	fis	fiās
	fit	fiat
	[fimus]	fiāmus
	[fitis]	fiātis
	fiunt	fiant
Im- perfect	fiēbam	fierem
	fiēbās	fierēs
	fiēbat	fieret
	fiēbāmus	fierēmus
	fiēbātis	fierētis
	fiēbant	fierent
Future	fiam	
	fiēs	
	fiet	
	fiēmus	
	fiētis	

Perfect tenses identical with those of the passive of faciō.

	IMPERATIVE	
	SINGULAR	PLURAL
Present	fi	fiō
	PARTICIPLE	
Perfect	factus, -a, -um	
	INFINITIVE	
Present	fieri	
Perfect	factus esse	
Future	[factum iri] futurus esse, fore	

## WORD LIST

The numbers indicate the Exercises in which a word is defined or used in some special way.

- ā**, **ab**, preposition, used with the ablative case, 56, Rule.
- abscidō**, **abscidēre**, **abscidī**, **abscīsus**, 53.
- accipiō**, **accipere**, **accēpī**, **acceptus**, 54.
- ācer**, **ācris**, **ācre**, 52, 65.
- ācritēr**, adverb, 52, 66.
- ad**, preposition, used with the accusative case, 12.
- adiuvō**, **adiuvāre**, **adiūvī**, **adiūtus**, 38.
- adorior**, **adorīrī**, **adortus sum**, 69.
- ager**, **agrī**, **M.**, 10.
- agricola**, **-ae**, **M.**, 6.
- albus**, **-a**, **-um**, 14.
- aliquī** (**aliquis**), **aliqua**, **aliquod** (**aliquid**), 71.
- altus**, **-a**, **-um**, 39, 65.
- āmittō**, **āmittere**, **āmisī**, **āmissus**, 67.
- ancilla**, **-ae**, **F.**, 19.
- annus**, **-ī**, **M.**, 48.
- apud**, preposition, used with the accusative case, 66.
- aqua**, **-ae**, **F.**, 4.
- arbor**, **-oris**, **F.**, 37.
- ārea**, **-ae**, **F.**, 3.
- āter**, **ātra**, **ātrum**, 57, 65.
- audiō**, **audīre**, **audivī**, **auditus**, 50, 51, 66, 67, 72.
- aut**, conjunction, 71.
- autem**, postpositive conjunction, 39.
- avia**, **-ae**, **F.**, 22.
- avis**, **-is**, **F.**, 48.
- avus**, **-ī**, **M.**, 22.
- bāca**, **-ae**, **F.**, 4.
- bellum**, **-ī**, **N.**, 54.
- bonus**, **-a**, **-um**, 14, 65.
- cadō**, **cadere**, **cecidī**, **cāsum**, 17, 43.
- caelum**, **-ī**, **N.**, 24.
- canis**, **-is**, **M.** and **F.**, 46.
- capiō**, **capere**, **cēpī**, **captus**, 49.
- capsa**, **-ae**, **F.**, 13.
- caput**, **capitis**, **N.**, 49.
- castellum**, **-ī**, **N.**, 66.
- castra**, **-ōrum**, **N.**, 56.
- cauda**, **-ae**, **F.**, 9.
- cavea**, **-ae**, **F.**, 8.
- celeriter**, adverb, 25, 66.
- cēna**, **-ae**, **F.**, 28.
- cēteri**, **-ae**, **-a**, 38.
- Claudia**, **-ae**, **F.**, 6.
- coepī**, 31.
- cōgnōscō**, **cōgnōscere**, **cōgnōvī**, **cōgnitus**, 61.
- cōgō**, **cōgere**, **coēgī**, **coāctus**, 70.
- collis**, **-is**, **M.**, 42.
- collocō**, **collocāre**, **collocāvī**, **collocātus**, 38.
- colōnus**, **-ī**, **M.**, 67.
- columba**, **-ae**, **F.**, 18.
- commōtus**, **-a**, **-um**, 60.
- compleō**, **complēre**, **complēvī**, **complētus**, 19.
- concha**, **-ae**, **F.**, 7.

- cōnor, cōnārī, cōnātus sum, 70.  
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 coquus, -ī, M., 28.  
 corbula, -ae, F., 1.  
 corvus, -ī, M., 30.  
 crās, adverb, 15.  
 culīna, -ae, F., 28.  
 cum, conjunction, 22.  
 cum, preposition, used with the ablative case, 5, 20, Rem., 49, Rem., 59, Note.  
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 custōdiō, custōdire, custōdivī, custōditus, 62.  
 cymba, -ae, F., 6.
- dē, preposition, used with the ablative case, 72.  
 decem, 47.  
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 deus, -ī, M., 68.  
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 dō, dare, dedī, datus, 18, 36, 68; cf. 12.  
 doceō, docēre, docuī, doctus, 5.  
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 duodecimus, -a, -um, 72.
- duodēvicēsīmus, -a, -um, 72.  
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- ē, ex, preposition, used with the ablative case, 10.  
 ēbrius, -a, -um, 29.  
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 eō, ire, īī, itum, 11, 22, Rem., 39, 51, 67.  
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 equus, -ī, M., 9, 64.  
 ērumpō, ērumpere, ērūpī, ēruptum, 25, 43.  
 ēscendō, ēscendere, ēscendī, ēscēsum, 37, 43.  
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- facile, adverb, 66.  
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 ferō, ferre, tulī, lātus, 44, 51, 62, 67.  
 filia, -ae, F., 15.  
 filius, filiī, M., 15.  
 fiō, fierī, factus sum, 64.  
 flōs, flōris, M., 37.  
 fluctus, -ūs, M., 53.  
 flūmen, -inis, N., 55.  
 folium, -ī, N., 34.  
 fortasse, adverb, 62.  
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**gallina**, -ae, F., 33.  
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 Rem., 31, 33, 34, 51, 58, 64, 67, 72.  
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**haud procul**, adverbial phrase, 66.  
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**hōra**, -ae, F., 45.  
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 23, 50.  
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**liberī, -ōrum**, M., 22.  
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- māter**, -tris, F., 41.  
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## APPENDIX I

### THE PRONUNCIATION OF LATIN

**Alphabet.** The Latin alphabet is like the English, excepting that it lacks the letters *j* and *w*; moreover, *k*, *y*, and *z* are little used in Latin.

**Sounds.** Latin speech sounds are of two general classes; namely, Consonant and Vowel.

**NOTE.** The letter *i* has two uses: sometimes it is to be read as a consonant, sometimes as a vowel. It is to be read as a consonant (*a*) when it stands between vowels within a word, as in *eius*; and (*b*) when it begins a word and is followed by a vowel, as in *iam*.

**Consonants.** The consonant sounds of Latin are expressed by *b, c, d, f, g, h, i, k, l, m, n, p, q, r, s, t, v, x,* and *z*. Nearly all of these letters are sounded as in English, but the pronunciation of the following requires special notice:

<i>b</i> , when followed by <i>s</i> , or <i>t</i> , is sounded as <i>p</i> ; as in <i>urbs</i> and <i>obtineō</i> .	<i>s</i> as in <i>sat</i> (never as in <i>busy</i> or <i>sure</i> ). <i>t</i> as in <i>tin</i> (never as in <i>ra-</i> <i>tional</i> ). <i>v</i> as <i>w</i> in <i>wind</i> .
<i>c</i> as in <i>cut</i> (never as in <i>cent</i> ).	
<i>g</i> as in <i>get</i> (never as in <i>gem</i> ).	
<i>i</i> as <i>y</i> in <i>yet</i> .	

**REMARK.** The letter *q* is found only in the combination *qu*. Here (and sometimes in the combinations *gu* and *su*) the letter *u* represents *v*, and must be so pronounced.

**Vowels.** The vowel sounds of Latin are represented by **a, e, i, o, u,** and **y.**

NOTE 1. Vowels may be either long or short. A long vowel is indicated by writing a straight line above the letter, as  $\bar{a}$ . A short vowel is usually unmarked ; but the sign  $\checkmark$  is sometimes used, as  $\check{a}$ .

NOTE 2. By running two different vowels together into a single sound, a diphthong is produced. The principal diphthongs of Latin are **ae, au,** and **eu.**

The Latin vowel and diphthong sounds are as follows :

$\bar{a}$ as <i>a</i> in <i>farther</i> .	$\bar{o}$ as <i>o</i> in <i>forty</i> .
$\check{a}$ as <i>a</i> in <i>ahém</i> .	$\bar{u}$ as <i>u</i> in <i>rude</i> .
$\bar{e}$ as <i>e</i> in <i>they</i> .	$\check{u}$ as <i>u</i> in <i>put</i> .
$\check{e}$ as <i>e</i> in <i>let</i> .	<b>y</b> as German <i>ü</i> .
$\bar{i}$ as <i>i</i> in <i>machine</i> .	<b>ae</b> as <i>aye</i> .
$\check{i}$ as <i>i</i> in <i>bit</i> .	<b>au</b> as <i>ou</i> in <i>out</i> .
$\bar{o}$ as <i>o</i> in <i>tone</i> .	<b>eu</b> as <i>eu</i> in <i>feud</i> . <sup>1</sup>

**Syllables.** A Latin word has as many syllables as it has vowels or diphthongs.

In dividing a word into syllables, (*a*) a single consonant goes with the following vowel, as **e-go**; (*b*) a group of consonants is usually shared between two syllables, as **duc-tus** and **sel-la**. But to this last there are many exceptions, whole consonant groups sometimes being pronounced with the following vowel.<sup>2</sup>

**Length of Syllables.** Syllables may be either long or short.

<sup>1</sup> The diphthong *eu* is not often found. Two other infrequent combinations are *oe* and *ui*, as seen in *coepi* and *huic*. These latter diphthongs have the sound of Latin  $\bar{o} + \bar{e}$  and Latin  $\check{u} + \bar{i}$ , pronounced rapidly and with stress on the second vowel.

<sup>2</sup> As a rule for printed texts, it is customary in dividing words to put with the following vowel all the consonants that can be pronounced with that vowel, as *ca-s-tra* and *pu-g-na*.

Long are (*a*) those which contain a long vowel or a diphthong; as *tē*, and the first syllable of *sae-pe* or *au-tem*: (*b*) those in which a short vowel is followed in the same word by two or more consonants, or by either *x* or *z*; <sup>1</sup> as the first syllable of *tēn-dō*,<sup>2</sup> and *nōx*. But, by exception, a syllable in which a short vowel is followed in the same word by a mute (*c, g, t, d, f, p, or b*) and a liquid (*l* or *r*) is usually short.<sup>3</sup>

Short are the syllables which contain a short vowel not followed in the same word by two or more consonants; as the two syllables of *ro-sa*.

REMARK. Distinguish carefully between long *vowel* and long *syllable*, noting (as shown above) that the vowel of a long syllable may be itself short.

**Accent.** Latin words of two syllables are accented upon the first syllable; as, *mēnsa*. Words of greater length are accented upon the last syllable but one, if that be long, otherwise upon the preceding syllable; as, *colōnus*, *magīster*, and *pātēra*.

REMARK. The addition of *-cum*, *-ne*, or *-que* causes the accent of the words to which they are joined to shift to the last syllable; as, *nōbīscum*, *vidēsne*, and *puellāque*.

<sup>1</sup> Both *x* and *z* stand for double consonant sounds, *x* being equivalent to *c + s*, and *z* probably representing the sound of *d + s*.

<sup>2</sup> Note that the first syllable of *tēn-dō* contains only one of the consonants whose presence makes it long. According to current metrical theory, any syllable that ends in a consonant is thereby closed and made long. On this basis, *tēn-* is in and for itself a long syllable. The influence of the following *d* lies simply in the fact that its presence makes it necessary to pronounce the *n* with the preceding vowel (for *tē-n-dō* would be unpronounceable), thus closing the preceding syllable and making it long. Contrast the situation in *tē-neō*, where the first syllable is open and short, there being no following consonant to force the *n* back into that first syllable.

<sup>3</sup> Because the mute and liquid (e.g., *tr, pl*, etc.) can both so readily be pronounced with the following vowel, thus leaving the preceding syllable open and short.

## APPENDIX II

### COLLOQUIAL PHRASES

(Teachers who make use of this material will in some cases find it necessary to explain to their classes the form and syntax of the phrase employed.)

#### ASSENT

licet, *all right.*                      scilicet, *of course.*  
maximē vērō, *yes indeed.*

#### EXCLAMATION

āin tū? *what's that!*              ēheu, *alas!*  
ecce Mārcum, *see, there's*      eugē, *good! bravo!*  
    *Marcus.*                              nūgās, *nonsense!*

#### GREETING, ETC.

salvē (salvēte),<sup>1</sup> *good morning, good day, etc.*  
salvum tē advēnisse gaudeō, *I'm glad you've arrived safe.*  
quid agis? (agitis?) *how do you do?*  
quid agitur? *how goes it?*  
valē (valēte), *good-by.*  
cūrā ut valeās, *take care of yourself.*  
cūrāte ut valeātis, *take care of yourselves.*

#### REQUEST, ETC.

obsecrō:  
    properā (properāte), obsecrō, *do hurry.*

<sup>1</sup> Words in black-faced type thus bracketed are the corresponding plurals, to be used when more than one person is addressed.

quin :

quin curris? (curritis?) *run, will you.*

abin hinc? (singular), *begone from here.* For plural, use discēdite simply.

## MISCELLANEOUS

adde (addite) gradum, *hurry up.*

bene est, *good!*, *I'm glad*, etc.

certum est mihi ire, *I've made up my mind to go.*

illicō, *immediately, instanter.*

male nārrās (nārrātis), *that's bad, I'm sorry to hear it*, etc.

nil agis (agitis), *it's no use.*

nōn āssis faciō (with accusative), *I don't care a straw for.*

quid eō factum est? *what has become of him?*

sēdulō, *with right good will.*

ut ita dicam, *so to speak.*



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